



PACERS

English Learner

Resource Handbook

Vision Statement

“The Delaware City Schools will promote a culture of excellence that engages and empowers students and staff to embrace the challenges of our global society. We will build on our traditions, respect our diversity and partner for a strong community.”

PHILOSOPHY OF THE EL PROGRAM

Delaware City Schools' EL Program is based on a respect for each child and his/her native culture. The children are encouraged to share their traditions and other unique aspects of their cultures. In addition, an accepting environment is provided in which they can explore aspects of the American culture and develop the essential skills that will foster independence in society, the community, and school setting.

Content-based EL instruction focuses on four areas of language development: listening, speaking, reading and writing. The skill areas are sequenced and taught until each child can successfully participate in academic classes and function effectively in U.S. society.

Delaware City Schools EL program recognizes the importance of having culturally responsive classrooms and we believe our students', staff, and community's diverse backgrounds and traditions are a strength.

TABLE OF CONTENTS

Vision Statement	2
Philosophy of the EL Program	3
Standards for English Language Proficiency	5
Legal Responsibilities of School Districts in Serving LEP Students	6
Definition: Limited English Proficient	7
Roles and Responsibilities	8-9
Flowchart	10
Enrollment and Identification of English Language Learners (ELL's)	11
Assessments for English Language Learners	12
Instructional Program	13
Purpose of English Language Proficiency Standards	14
English Language Proficiency Standards for LEP Students	15-16
Levels of Proficiency for English Language Learners	17-20
Curriculum	21
Criteria for Exiting ESL/LEP Program	22
Appendix A (Forms)	23
DCS Enrollment/Home Survey	24-25
Referral for ESL Evaluation	26
Parent Permission for Participation	27-28
Teacher Referral for Assessment	29
Annual Parent Notification Letters (English, Spanish)	30-35
ESL Grading Procedures	36
Trial Mainstream Progress Report	37
Exit Notification Letter	38
Appendix B (Teacher Resources)	39
Suggested Accommodations for ELL's	40
Myths About Second Language Learning	41
Characteristics of Second Language Acquisition	42
Acronyms Related to English Language Learners	43
Glossary	44-48
References	49-50

Profile for English Learners in Ohio ([Information is from ODE](#))

Ohio's LEP students represent more than 110 different native or home languages. The top 10 language groups include Spanish, Somali, Arabic, Pennsylvania Dutch (a dialect of German used by the Amish), Chinese, Japanese, Vietnamese, French, Russian and Twi (a language spoken in West Africa).

People immigrate to the United States for a variety of reasons. They may come to join other family members or to seek an improved economic opportunity. Others are seeking refuge from political repression or persecution in their home countries. According to the Ohio Department of Job and Family Services, Refugee Services Office, 13,802 new refugees arrived and resettled in Ohio in between 2003-2011. The refugees' countries of origin included Somalia, Burma, Vietnam, Russia, Uzbekistan, Cuba, Burundi, Ethiopia, Ukraine, Eritrea, Liberia, Iran and Sudan. Other groups of Ohio's LEP students are from families that have been in the United States for many years but speak languages other than English at home. For example, Ohio's schools enroll students of Puerto Rican, Mexican-American and other Latino backgrounds for whom Spanish is the home language.

Like their native-English-speaking peers, LEP students in Ohio are expected to achieve high educational standards. Ohio's high expectations for academic achievement are designed to help ensure that all students are prepared to meet the challenges of the twenty-first century.

However, in order to achieve high educational standards in school and become contributing members in society in the United States, LEP students have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills. Obviously, this is no easy task. To truly have the opportunity to learn and meet high standards, LEP students must have educationally sound alternative programs that are designed to address the students' particular needs. In other words, LEP students need to be provided with the right conditions to be successful learners.

Recognizing the challenge that LEP students have in achieving high academic standards while learning a new language, the United States Supreme Court, in the case of *Lau v. Nichols* (414 U.S., 1974), upheld a memorandum issued by the former U.S. Department of Health, Education and Welfare, which stated:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students (35 Federal Regulation 11595, May 25, 1970).

Further, the Supreme Court stated that simply placing LEP students in a regular classroom is not sufficient, and that "there is not equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education" (414 U.S. at

556, 1974). In its ruling, the Supreme Court did not mandate a particular educational program to address the needs of LEP students. School districts have the flexibility to decide which educational approach best meets the needs of their LEP students that will lead to their attaining the level of English proficiency they need to succeed.

Legal Responsibilities of School Districts in Serving LEP Students

In its publication, *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992), the U.S. Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to language minority students. The following is a summary of the guidelines.

First, school districts must identify all students whose primary or home language is other than English. Then, the district needs to assess all the students to determine if they are limited English proficient (LEP) and need special language assistance in order to effectively participate in the district's instructional program.

Once a school district has identified LEP students who need assistance, it must determine what kind of special language service program it will provide, and it must implement this program. In Ohio, no specific type of intervention program is prescribed. Thus, school districts have the flexibility to decide which educational approach best meets the needs of their LEP students. However, the program must be based on sound theory and best practice. In other words, the program must likely be effective in meeting the educational needs of its language minority students. Whatever program is selected, it must provide effective instruction that leads to academic achievement and timely acquisition of English proficiency.

School districts that implement LEP programs must ensure that staff is properly trained and that appropriate curricular materials are used. In addition, classroom facilities should be comparable to those used by other students. School districts also are responsible to effectively notify non-English speaking parents of school activities, which are also called to the attention of other parents. Such notices, to be effective, may have to be in a language (or languages) other than English.

Once a school district implements a special language program for its LEP students, it must monitor students' progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

Definition: Limited English Proficient (LEP)

Ohio follows the same federal government definition of Limited English Proficient as described in the No Child Left Behind Act of 2001 [P.L. 107-110, Title IX, Part A, Sec. 9101, (24)].

The term “Limited English Proficient”, when used with respect to an individual, means an individual -

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school; and
- C.
 - (i) who was not born in the United States or whose native language is a language other than English; or
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II) who 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
 - (iii) who 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
- D. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b) (3);
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Roles and Responsibilities

Parents

- Complete Home Language Survey (Attachment 1)
- Student is given the MAC II Language Assessment
- Give written Permission to Participate in/Refuse the EL Program (Attachment 2)
- Attend and participate in the conferences about your child's educational programs

EL Specialist

- Assist in enrolling the EL student
- Administer placement tests
- Administer OELPA tests
- Consult with guidance counselor and teachers to ensure proper placement of English Learner
- Act as liaison between the school and family, and facilitate parent-teacher communication
- Support the classroom teacher in understanding and educating the EL student
- Work with the administration in maintaining the state and federal guidelines
- Provide core teachers with Ohio English Language standards to be incorporated for each English Learner
- Provide core teachers a list of appropriate accommodations for testing
- Provide standards-based instruction to help English Learner's achieve English proficiency and the State's academic standards
- Meet with district/school administrators to evaluate program effectiveness, including the percentage of EL's who have achieved Annual Measurable Objectives (AMO's)

EL Core Team

- Each building within Delaware City Schools will determine the members of an EL Core Team which will evaluate and monitor EL's academic program
- The core team may consist of an EL Specialist, Parents, School Counselor, the student's academic teacher(s), and an administrator
- Both formal and informal assessment information will be used by the team to determine the extent of the student's English Language skills and literacy levels
- This team will ascertain the individual needs and level of intervention for the

student

- The team will determine if the student may also qualify for additional programs such as Gifted Education, Reading Intervention or Special Education services

Content Area Teachers

- Differentiate and scaffold in order to meet the needs of the child according to the EL's ability
- Provide appropriate materials and instruction based on each EL's different proficiency levels in speaking, listening, reading, and writing as assessed by the MAC II and/or the OELPA
- Integrate EL's culture and background knowledge into instruction
- Integrate Ohio English Language standards into core classroom instruction
- Ensure that appropriate accommodations are given for district/state standardized tests and classroom assessments
- Inform ELL specialist of EL's progress toward attaining English language proficiency and the State's academic standards
- Follow Ohio regulations regarding administration of state standardized tests including the OELPA (Ohio English Language Proficiency Assessment) using all required accommodations for English Learner's

FLOWCHART

DELAWARE CITY SCHOOL DISTRICT

English Learner

1. Identification of English Learner by Home Survey/Teacher Referral/Enrollment Information/Parent Referral
2. Proctor MAC II Language Assessment
3. Decision of Services
 - a. The student is assessed and qualifies, and the parent gives permission for him/her to receive services. Student is considered LEP.
 - b. The student is assessed and qualifies, and the parent does not give permission for him/her to receive services. Student is considered LEP, but does not receive services.
 - c. The student is assessed and does not qualify. Student is not considered LEP.

ENROLLMENT AND IDENTIFICATION OF ENGLISH LEARNERS (EL's)

PLACEMENT

English Language Learners should be placed in a grade level appropriate to their age unless other factors preclude such a placement. Other factors to consider include: educational background, length of time in the country, English language proficiency, first language proficiency and parental requests. Entering students should not be placed more than one grade level below their age-appropriate grade. A building level core team will make initial placement decisions.

IDENTIFICATION

Each student in Pre-K through grade twelve, who has a primary or home language other than English (PHLOTE), will be identified upon enrollment by using the identifying information which appears in the Delaware City Schools Enrollment EMIS Information Form (Attachment 1) in each building's registration packet. If, on the EMIS Information Form the language questions are checked as "other than English", administration will forward that form to the EL specialist of the student for assessment.

A Teacher Referral Form (Attachment 4) may be completed by the classroom teacher because there may be students who have been inadvertently overlooked at the time of enrollment. It is important for the teachers to be aware of students who may have a primary language other than English and report it to the building administrator.

EL or PHLOTE students may be identified by one or more of the following:

- Identifying information from Delaware City Schools Enrollment EMIS Information Form
- Home Language Survey
- The Teacher Referral Form completed by the classroom teacher
- Parent Referral to Building Principal

ASSESSMENTS FOR ENGLISH LEARNERS

All students identified as having a Primary Home Language other than English (PHLOTE) are assessed to determine the extent of their English language skills. Both formal and informal assessment tools may be used to determine the level of literacy skills and content achievement.

MACULAITIS II

- For the purpose of the initial assessment the ESL specialist will administer the Maculaitis II Test of English Language Proficiency (MAC II) within 30 days of enrollment (2 weeks if after September 30th). The MAC II assesses a student's proficiency in English language skills in speaking, listening, reading and writing. This is a comprehensive standardized assessment appropriate for non-native speakers of English.
- Parents will be informed of the legal need, and district uses, of the placement test (Maculaitis II) prior to the administration of the test.
- For students whose district Student Enrollment Form indicates that a language other than English is spoken in the home, the teacher will use the following Maculaitis II color-coded tests:

Screening Grades K-12	Green Level
Kindergarten and Grade 1	Red Level
Grades 2 and 3	Blue Level
Grades 4 and 5	Orange Level
Grades 6 - 8	Ivory Level
Grades 9 - 12	Tan Level

- **RESULTS**
Results of the MAC II test are scored in the following categories:

Advanced
High Intermediate
Low Intermediate
Beginning
Basic Beginning

STATE AND FEDERAL ASSESSMENTS

- State and federal laws require an annual assessment of K - 12 Limited English Proficient (LEP) students to measure their English language proficiency.
- The Ohio English Language Proficiency Assessment (OELPA) is the assessment used for testing English language proficiency for Ohio LEP students.
- Parents will receive written notification with the results of their child's OELPA scores annually

INSTRUCTIONAL PROGRAM

All teachers in Delaware City Schools are responsible for the education of EL's. The program design at all levels (elementary, middle, and high school) allows flexibility to accommodate for diverse educational needs. The following procedures mirror those suggested by the Ohio Department of Education.

- Referral to the EL Core Team
- Team identifies strengths and needs of the language minority student
- Team determines appropriate instructional strategies and develops plan
- Teacher and/or EL specialist implement plan

Once a skill level is ascertained, the EL specialist will meet with the appropriate EL Core Team members to discuss and verify the instructional placement for the student. A *parent permission form* will be given to the parents to sign from the EL specialist.

The performance of the EL is monitored on a continuous basis through the EL specialist and EL Core Team. Among the measures used to determine progress are:

- Classroom work samples
- Oral reading samples
- Course related tests
- Grades
- Teacher observations
- Student/Parent interviews
- Progress reports
- State and District approved assessments

Refusal of EL Services

If a parent refuses services, appropriate written documentation on the parent permission form is obtained and EL services will not be provided by the district. The EL specialist will send the form to the Student Services Office. Additional copies will be placed in the student's cumulative file and the EL specialist's file.

PURPOSE OF ENGLISH LANGUAGE PROFICIENCY STANDARDS

Given the special language needs of LEP students, and given both the legal and pedagogical obligation for schools to appropriately address these needs, it is important that the English Language Proficiency (ELP) standards be developed. The Ohio Department of Education developed the standards in this document, with the assistance of a writing team representing Ohio educators in the fields of English as a Second Language (ESL) and bilingual education.

The purpose of the ELP standards in this document is to provide a framework which Ohio schools can use to design programs that meet their legal obligation to address the special language needs of LEP students. Specifically, the ELP standards describe the language competencies that LEP students need to develop in order to participate effectively in classrooms in which English is the language of instruction, to achieve Ohio's academic content standards, and to fully participate in U.S. society.

Framework of Ohio's English Language Proficiency Standards

LEP students have two major goals in their development of English proficiency:

- To use English in their academic achievement in all content areas; and
- To use English to participate effectively in U.S. society.

In order to achieve these goals, LEP students need to develop English proficiency in the four communication domains of **listening, speaking, reading and writing**. Students also need to comprehend what they hear and what they read. Therefore, **comprehension** of both spoken and written English is an underlying competency that LEP students need to develop in order to achieve the above goals.

Given the proficiency goals and language domains indicated above, Ohio's English Language Proficiency Standards have been designed to provide a summary description of the English competencies that LEP students need to attain in order to learn successfully in classrooms where the language of instruction is English and to be able to participate fully in U.S. society. Specifically, the standards define competencies in the use of English in the four domains of listening, speaking, reading and writing. Comprehension, as exhibited through listening and reading has been considered in the development of the standards. For each standard, **benchmarks** of progress have been established that reflect different levels of English proficiency.

The standards established for each of the four language domains are linked at the bottom of this page and other pages. It is important to note that all these standards relate to language that is:

- used in grade-appropriate academic settings;
- used in age-appropriate social settings; and
- appropriate for American social and cultural contexts.

[Ohio English Language Proficiency Standards - 1/4/2016](#)

Relationship between Ohio’s English Language Proficiency Standards and Ohio’s English Language Arts Standards

Ohio’s English Language Proficiency Standards are linked to Ohio’s English Language Arts Standards; however, the two sets of standards are not the same. The English Language Arts Standards describe what all students, including Limited English Proficient (LEP) students, should know and be able to do in a specific academic content area, with a focus on reading, writing, and oral communication skills for different purposes. On the other hand, the English Language Proficiency Standards have been specifically developed for LEP students and define progressive levels of competence in the acquisition of English. As such, Ohio’s English Language Proficiency Standards have been designed to assist teachers in moving LEP students toward proficiency both in the English language and in Ohio’s academic content standards. The goal of Ohio’s English Language Proficiency Standards is to help LEP students build a foundation in English that will enable them to succeed in all their academic subjects, including English Language Arts, Mathematics, Science, Social Studies, Foreign Languages and Technology.

Performance Levels for English Learners

These are the five performance levels for the OELPA reported as Level 1 - Beginning, Level 2 - Early, Intermediate, Level 3 - Intermediate, Level 4 - Early Advanced, and Level 5 - Advanced. Please note on the Family Report, only numeric performance levels are reported.

A student will receive a numeric performance level for each of the four tests taken. Students who do not take four tests will receive the appropriate results with an explanation for the tests not taken such as INV if the test was invalidated or N if the test was not attempted. The test performance levels for each of the four tests have a range of 1-5 with 5 as the highest. Those four levels will be used to determine the overall performance level. The overall performance level is reported as Proficient, Emerging and Progressing. The overall performance levels are defined as:

- Proficient means a student scored any combination of level 4s and 5s on the four tests. For example, Listening = 4, Reading = 4, Writing = 5, Speaking = 4.
- Emerging means a student scored any combination of level 1s and 2s on the four tests. For example, Listening = 1, Reading = 1, Writing = 1, Speaking = 1.
- Progressing means a student scored a combination of levels that do not meet the Proficient or Emerging levels. For example, Listening = 4, Reading = 3, Writing = 3, Speaking = 4.

Overall Performance Level: Proficient, Progressing, Emerging

Reading

Listening

Writing

Speaking

Parents and teachers may access detailed information about the Ohio English Language Proficiency Assessment (OELPA) at:

<http://education.ohio.gov/Topics/Testing/Ohio-English-Language-Proficiency-Assessment-OELPA>

CURRICULUM

To meet the instructional needs of students, EL Specialists in Delaware City Schools have many resources available for their use. The following resources represent those that must be used to guide the planning and practice of the EL Specialist. These resources have the support of the Delaware City Schools Board of Education.

- Ohio English Language Proficiency Standards for Limited English Proficient Students
- Ohio Academic Content Standards for English Language Arts
- Language aspects of the Ohio Academic Content Standards for Mathematics
- Language aspects of the Ohio Academic Content Standards for Science
- Language aspects of the Ohio Academic Content Standards for Social Studies
- Language aspects of the Ohio Academic Content Standards for Foreign Language

CRITERIA FOR EXITING THE EL PROGRAM

A student is reclassified (no longer English learner) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for reclassification if the student receives a performance level of Proficient. The EMIS window is now open to enter the code (N) to reclassify the student. The district must maintain the reclassification status based on the Nov. 11, 2016 date.

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

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

The performance level definitions above do not match the definitions as currently defined in OAC 3301-13-11. Districts must follow these new exit criteria and performance level definitions beginning with their spring 2016 OELPA data. The ODE will be working over the next several months to propose changes to OAC 3301-13-11, in the effort to align them with the new exit criteria. The new exit criteria correspond to the overall proficiency levels of the OELPA.

