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Introduction

The term English Learners® (EL) refers 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. Over the past 30 years, the number of EL students in public schools has risen dramatically.

EL Students in Ohio

According to the Ohio Department of Education, there were more EL students enrolled in our public schools than the prior year. Ohio’s EL students represent many languages. The top 10 languages spoken in the state of Ohio, include Spanish, Somali, Arabic, Swahili, Chinese, French, Japanese, German, Turkish and Vietnamese. Other groups of Ohio’s Limited English Proficiency (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.

Many of Ohio’s EL 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 EL 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. Ohio’s LEP students include those who have had the benefit of prior education, including literacy development in their native languages. Other LEP students, especially those from refugee families, have had little or no prior formal educational experiences.

Ohio’s goal for all LEP students is to attain English proficiency so that they can achieve the State’s academic standards and fully participate in U.S. society. However, the length of time required to attain English proficiency will vary according to a number of factors, including age, grade level, extent of prior formal schooling, home support, and current level of English proficiency.

EL Students in the Youngstown City School District

The Youngstown City School District’s EL program seeks to meet the diversified educational and cultural needs of students who are learning English. The purpose of the EL program is to provide instruction to support English language acquisition for EL students. Students enrolled in the EL Program come from a variety of cultural, linguistic, socio-economic and academic backgrounds. They represent countries from all over the world and speak a number of different languages.

Federal Guidelines use LEP rather than EL (English Learner). The terms ELL, LEP and ESL are used interchangeably in this document. Please see Appendix A for a complete list of EL Acronyms, Terms, and Definitions.
Mission Statement, Philosophy, and Goals

Mission Statement

The mission of the Youngstown City School District EL Program is to promote student achievement by providing leadership and resources for the development of an English language acquisition curriculum that will allow ELs to acquire proficiency in listening, speaking, reading, and writing, thus allowing them to function successfully socially and academically.

Philosophy

In accordance with federal guidelines, LEP students have the same rights, privileges, and responsibilities as other students in the Youngstown City School District. The purpose of the English Learner Program is to help EL students gain linguistic, cultural, and academic proficiency and assure that they receive an equitable educational opportunity. TESOLs (Teachers of English to Speakers of Other Languages) work with students in individual and small-group settings, as well as in the classroom, depending on students’ needs. Additionally, TESOLs collaborate with bilingual ELEAs (English Learner Educational Assistants) to assist regular classroom teachers and other staff members regarding the educational needs of students.

Goals

Our five major goals, as provided by the United States Department of Education, are:

1. to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

(Source: https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-iii.html#TITLE-III-PART-A)

The overarching goal of the EL program is for our students to gain the linguistic proficiency necessary to independently thrive in a standard English classroom. Therefore, our EL Services are transitional by design.
Legal Background and State Requirements

There exists a substantial body of federal law and Supreme Court rulings that establish the rights of ELs 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 (EEOA) 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.”
**Every Student Succeeds Act (ESSA) (2015)**

**Equity:** ESSA maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners.

**Fair accountability:** ESSA gives states two options for delaying English learners’ inclusion in accountability systems while they are learning English:

- States can exclude students who have been enrolled in U.S. schools for less than one year from state reading or English language arts tests; or
- States can exclude the assessment results of students who have been enrolled in U.S. schools for less than one year from accountability system data. However, states that choose this option must include in their accountability systems a student growth measure for these students in subsequent years. Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency can be included in that subgroup for accountability purposes for four years.

**Greater integration into the law’s core:** For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system. Moving these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) will help ensure that English learners’ academic and language needs are fully considered by education systems.

**Supports for English learners:** ESSA provides resources to states and school districts to establish, implement and sustain high-quality language instruction programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts’ progress in these areas and to provide assistance and support to those school districts with ineffective language instruction programs.

**Statewide entrance and exit procedures for English learners:** ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while learning English. This also provides stability for English learners who move between schools or districts.

**Reporting requirements:** ESSA requires reporting on English learners with disabilities, as well as reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.
## Summary of Title III Requirements

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<td><strong>IDENTIFICATION AND ENROLLMENT</strong></td>
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<tr>
<td>To inform a parent or parents that their child has been identified as limited-English proficient and is/will be participating in a language instruction educational program.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Note: Parents must be notified before the child is included into the LEP program.</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>WHEN</strong></td>
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<tr>
<td>Not later than 30 days after the beginning of the school year</td>
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<td><strong>SPECIAL RULE</strong></td>
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<td>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</td>
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<td><strong>WHAT – in general, notification to include:</strong></td>
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<tr>
<td>The reason for identification of the child as an EL;</td>
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<tr>
<td>• The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;</td>
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<tr>
<td>• Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;</td>
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<tr>
<td>• How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;</td>
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<tr>
<td>• Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;</td>
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<tr>
<td>• In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and</td>
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<tr>
<td>• Information regarding parents’ right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.</td>
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<tr>
<td>Note: 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 full-time teachers or run programs that have no other funding source.</td>
</tr>
<tr>
<td><strong>RIGHT TO DECLINE OR END SERVICES</strong></td>
</tr>
<tr>
<td>• Rights to have child immediately removed from program upon their request</td>
</tr>
<tr>
<td>• Options to decline to enroll child in program or to choose another program or method of instruction if available</td>
</tr>
<tr>
<td><strong>ANNUAL ASSESSMENT REQUIREMENTS</strong></td>
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<tr>
<td>The ESSA requires that the school district still must assess all ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, English language acquisition programs. All ELs enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment (OELPA). State or district assessment policies, if they include a right to opt a child out of</td>
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| **OELPA RESULTS COMMUNICATION LETTER** | - Progress of English language acquisition as measured by the annual measurable objectives (AMO) must be communicated annually.
- Must be communicated with Limited English Proficient (LEP) parents in a language they can understand. LEP parents are parents or guardians whose primary language is not English and who are limited in either speaking, listening, reading or writing, as defined in federal law. |
| **FOR ALL NOTICES** | Information to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. Note: 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. |
| **PARENTAL & COMMUNITY ENGAGEMENT** | First, Title I now requires that each school district that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents. Second, a school district receiving a Title III formula subgrant must conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing English language acquisition programs for ELs and providing professional development to teachers and school leaders. Third, the ESSA expanded allowable uses of Title III State-level activity funds to include providing technical assistance to school districts to strengthen and increase not only parent and community engagement in programs that serve ELs, but also family engagement in such programs. Fourth, a State must ensure that its Title III State plan, or a consolidated State plan that includes Title III funds, has been developed in consultation with parents of ELs, in addition to school districts, teachers, administrators of Title III programs and other relevant stakeholders. It is important to note that all school districts have language assistance obligations to LEP parents under Title VI and the EEOA. School districts must ensure meaningful communication with LEP parents in a language they can understand and adequately notify LEP parents of information about any program, service, or activity of a school district or State that is called to the attention of non-LEP parents. As part of this obligation, a school district must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources. In addition, each school district must develop and implement a process for determining whether parents are LEP and what their language needs are. A school district may not use Title III funds to meet its obligations under Title VI and the EEOA. Title III funds may be used to supplement a school district's activities if the school district is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand. |
State Requirements and Annual Measurable Objectives

State Requirements

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 Learners. These guidelines may be found on the Ohio Department of Education website using the search term “Guidelines for Identifying English Learners.”

The test that is used to assess English language proficiency is the OELPA (Ohio English Language Proficiency Assessment). It is administered every spring to all LEP students in the areas of reading, writing, listening and speaking. Please see page 10 for information about EL Proficiency Levels and Exit Criteria.

Annual Measurable Objectives (AMOs)

AMOs measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals for that subgroup to determine if gaps exist. As written in Ohio’s Every Student Succeeds Act (ESSA) plan, there are different AMOs set for English language arts (ELA), math, and graduation rate for each student group. ELA and math AMOs are measured through a Performance Index (PI) score calculation that differentiates tests by proficiency level. They include grades 3-8 state tests as well as first-time End of Course (EOC) tests. Graduation rate AMOs are set based on each subgroup’s Four-Year-Adjusted-Cohort graduation rate. The fourth domain, English Language Proficiency (ELP), is measured through the percent of English Learners making adequate progress towards English Language Proficiency, defined as either a 1 or 2 point annual increase earned on the OELPA (see Appendix I for more details).
Ohio’s English Language Proficiency (ELP) Standards (Revised in 2015) provide a summary description of the English language competencies that EL students must acquire. These standards have been integrated into our language acquisition goals to ensure articulation between district goals and state academic content standards.

The Ohio English Language Proficiency (ELP) Standards are a resource for teachers and other school staff who work with ELs in kindergarten through grade 12. The standards define progressive levels of competence in the acquisition of English and help TESOLs move ELs toward proficiency both in the English language, while supporting growth along Ohio’s academic content standards.

The 10 standards highlight a set of language functions and forms that are needed by English language learners as they develop competence in English language arts, mathematics, science, and other academic content areas. Along with the Ohio English Language Proficiency Assessment (ELPA), the standards should guide the instruction and assessment of English Learners (ELs) in Ohio schools. Divided into grades K, 1, 2-3, 4-5, 6-8, and 9-12, the standards directly link to the Ohio Learning Standards. They highlight and amplify the critical language, knowledge about language and skills using language that are needed to be successful in school and are as follows:

<table>
<thead>
<tr>
<th>Ohio English Language Proficiency Standards</th>
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<tr>
<td>1. Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</td>
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<tr>
<td>2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</td>
</tr>
<tr>
<td>3. Speak and write about grade-appropriate complex literary and informational texts and topics.</td>
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<tr>
<td>4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.</td>
</tr>
<tr>
<td>5. Conduct research and evaluate and communicate findings to answer questions or solve problems.</td>
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<tr>
<td>6. Analyze and critique the arguments of others orally and in writing.</td>
</tr>
<tr>
<td>7. Adapt language choices to purpose, task, and audience when speaking and writing.</td>
</tr>
<tr>
<td>8. Determine the meaning of words and phrases in oral presentations and literary and informational text.</td>
</tr>
<tr>
<td>9. Create clear and coherent grade-appropriate speech and text.</td>
</tr>
<tr>
<td>10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.</td>
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EL Protocol and Procedures

**EL Identification Flow Chart**

1. **TESOL teacher** is given a copy of LUS from building secretary.
2. **TESOL teacher** signs Appendix A: Language Usage Survey (LUS) that has another language other than English stated on it.
3. **TESOL teacher** sends LUS to EL Department Secretary. (via email or pony mail)
4. **EL Program Secretary** will verify if student was previously in our District’s EL Program or not (EL Program records). Secretary will notify TESOL of findings.
   - A. If student was previously in our District, Student will be added to EL Program AFTER Parent/Guardian Consent is received. (Consent form sent home by TESOL & copy forwarded to EL Program Department secretary.)
   - B. If student is NEW to our District, we must administer language screener to student.

---

**Initial Language Proficiency Screener (OELPS)**

1. TESOL teacher submits NEW student name to Building Testing Coordinator.
2. Testing Coordinator assigns student a testing ticket on T.I.D.E.
3. TESOL teacher will administer OELPS (Initial Screener).
4. TESOL teacher will submit results to EL Program Department (secretary).
5. EL Program Secretary will identify student as Limited English Proficient (LEP) in ProgressBook and on EL Student Roster.
6. TESOL teacher will send consent/refusal form home to parent/guardian to accept or decline EL services.
7. TESOL teacher will send a copy of signed consent form to EL Program Secretary.
8. EL Program Secretary will then assign LEP Program Code (235019 or 235014).

---

**EL Services Established/Yearly Assessments**

1. TESOL Teacher will service a LEP student whose parent/guardian has accepted EL services.
2. TESOL Teacher will monitor a LEP student whose parent/guardian has declined EL services. (Request for EL services may be revisited per parent request.)
3. TESOL Teacher will administer yearly English Language Proficiency Test OELPA to all LEP students. (Regardless if services were accepted or refused.)
4. TESOL Teacher will send out exit forms/letters and OELPA results to families.
5. EL Program Secretary will report OELPA Scores to EL Student Rosters, reclassify proficient students, add proficient students to "Monitoring" tab on Roster.
6. TESOL Teacher will continue to monitor "Reclassified/Exited" students for 2 years.

---

**LEP Status & LEP Program Membership**

(Student will be identified as LEP regardless if EL services were accepted or declined)

---

**Student Registration at School**

*(LUS pulled from Registration Packet by Secretary)*

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(Appendix A/L.U.S.)

*Language Usage Survey Collected*
Alternative Procedures, EL Proficiency Levels, and Exit Criteria

Alternative Procedures During Building Closure

1. Language Usage Survey completed at student registration
2. Discussion with parents and interview with student to determine provisional EL status
3. Identified students begin remote EL services until schools reopen (at least part-time)
4. OELPS (Screener) upon schools re-opening to formally identify provisional ELs
5. EL student data entered into EMIS
6. Qualified ELs continue to receive EL services in either:
   a. Blended format (remote + in-school part-time)
   b. Regular school session (full-time)
   c. Remote-only (if resumed)

English Language Proficiency Performance Levels

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

- “Emerging” students are those scoring any combination of 1s and 2s across all four domains. These students either speak no English and/or exhibit the “silent phase” of language development. Playground English begins to develop.
- “Progressing” students have a variety of scores in any combination across the four domains, thus do not fall into Proficient or Emerging. They use “playground English” with ease and are beginning to use some academic English.
- “Proficient” students are those scoring any combination of 4s and 5s across all four domains. These students have a moderate grasp to mastery-level use of academic English at grade level.

Exit Criteria

Ohio uses the OELPA scores to determine the English language proficiency levels of students who have been identified as English learners. The score results are used as the state’s progress indicator and exit indicator for students to be reclassified from the status of English Learner. A student is reclassified (no longer an 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. Reclassified students are monitored by the TESOL for two years upon exit.
Parent Communication

It is the goal of the Youngstown City School District to engage in meaningful parental participation in the EL Program. TESOLs and EAs typically serve as the first-line of communication for many EL families. Additionally, the Parent Pathways program offers bilingual assistance to parents and families to encourage school and community involvement.

Parent Pathways Web Site

For details about parent services and contact information, please visit:
http://www.ycsd.org/departments/state_and_federal_programs/parent_pathways

English Learner Newsletter

The EL Newsletter (published in both English and Spanish) provides EL Program updates and important information to families, and is sent home quarterly. Additionally, they can be read online at:
http://www.ycsd.org/departments/state_and_federal_programs/Title%20III%20Intensive%20English%20Program/newsletters

Parents’ Right to Know

As per the Every Student Succeeds Act (ESSA), parents have a right to know the availability of supplemental services, services for English language learners, and the qualifications of their child’s teachers and paraprofessionals.

Parent Meetings & Communications

Prior to each school year, parents will be invited to attend a meeting that is designed to help them feel more connected to YCSD and to learn about the environment and procedures. In addition, throughout the school year, parents will be provided the opportunity to attend parent-teacher conferences with native language support. They will also be invited in their native languages to in- and after-school activities held throughout the school year.
Our Services

EL Instructional Services

EL instructional services in the Youngstown City School District are based on individual student’s linguistic needs, and include pull-out services in individual or small group settings, as well as push-in classroom support from our EL team. EL service times and settings will be determined by TESOLs in consideration of the Ohio ELP standards. Accordingly, students who have scored level 0, 1, 2, 3 proficiency on the OELPA will receive more service time, because their English language acquisition needs are considered greater. To the same end, students who have scored 4-5 in specific areas of the OELPA will require less instructional time.

Additionally, ELEAs will work with TESOLs and classroom teachers to provide language support as ELs progress along the Ohio Learning Standards for core instruction. ELEA service times will be assigned based on individual student linguistic need as identified by OELPA data.

Facilities

The Youngstown City School District will assign EL students to facilities and locations that are comparable to those provided to regular education students.

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

Ongoing Assessment at All Levels of Service

EL student progress will be monitored on an ongoing qualitative and quantitative basis. Information relating to language and academic progress benefits the ELs, their parents, teachers, and other school staff.

Among the measures that could be used to assess EL students’ progress are the following:
- Growth along Ohio’s ELP standards
- Curricular benchmarks
- OELPA scores
- Assessment results
- Student work samples
- Grades
- TESOL and ELEA observations
- Quarterly monitoring reports (exited students)
**Test Administrator Requirements and Accommodations for ELs**

**Test Administrator Requirements**

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 school 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. 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 English Learners**

ODE believes that the instructional staff who work with the EL students are in the best position to make judgments about which accommodations are appropriate for these students. The ODE provides testing guidelines that assist test administrators determine appropriate accommodations. All EL students, regardless of length in the EL program, are to be given the following accommodations on all state assessments:

**Dictionary**
- the intent is native language word-for-word substitution, not definitions
- paper copy or hand-held electronic
- no computer dictionary is allowed

**Extended Time/Alternate Location**
- assessments are to be completed within one school day in an individual or small-group setting

Additional accommodations, may include:

**Oral Translators:**
- must be an adult
- may not be a relative of the student who is testing

**Spanish text-to-speech:**
- When available and appropriate (determination made jointly with TESOL, classroom teacher, parent, and building administrator)

**Alternate Testing Formats:**
- The ODE has developed special test formats to meet the accommodation requirements for eligible EL students
The Every Student Succeeds Act (ESSA) requires Ohio to set standards for the development of English language proficiency skills for children learning English. Each year, Ohio uses the Ohio English Language Proficiency Assessment (OELPA) to measure English proficiency in the skills of reading, writing, speaking, listening and comprehension.

The Progress in Achieving English Language Proficiency Indicator (referred to as ELP Improvement) will be reported and measured independently on Ohio’s report card; it then contributes to the state Gap Closing component rating. The ELP indicator (ELP Improvement measure) will take into account English learners who have attained proficiency on the Ohio English Language Proficiency Assessment (OELPA), as well as English learners who are increasing their attainment of the English language based on improvement on the OELPA but who have not yet met proficiency. Points will be awarded based on English learners’ performances and will contribute to the letter grade assigned to the Gap Closing component on the report card. The ELP indicator (ELP improvement measure) will be awarded points between zero and 100 within the Gap Closing component to schools and districts whose students have met or exceeded the long-term state goal target percentage. (e.g., Anytown School has 100 English learners in 2016-2017 and 60 percent made the expected improvement in learning English which exceeds the state goal for 2016-2017). Schools and districts also will earn partial points in cases where their percent of students making progress did not meet the state target but improved from the prior year.

N-Size for subgroups, which includes EL students, is 15 for the 2020-2021 school year.
Staffing

Many individuals play an essential role in the instruction of English Learners. They provide instruction and support that enable the ELs 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.

Teachers of English as a Second Language \textit{Referred to as the EL Teacher (Please refer to YCSD Job Description)}

- assist in the development, implementation, and revision of the EL program;
- provide content instruction and language development as needed;
- meet with the regular classroom teacher to determine the needs of EL students in the classroom;
- teach basic skills to the most limited English proficient students;
- assist general education staff about culture and language of the EL 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, and teach each ELL student with regard to the school setting;
- maintain communication with parents/guardians of EL students;
- prepare for and participate in Parent-Teacher conferences and intervention-assistance team conferences;
- maintain records of each EL student on his/her caseload;
- administer the Ohio English Language Proficiency Assessment

TESOL Qualifications & Staffing \textit{LAU CENTER}

The Youngstown 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 TESOLs. Presently, the TESOLs are highly trained certified/licensed staff with specific skills and professional development to meet the needs of EL students. The TESOL endorsement is available through many Ohio universities and colleges.

TESOLs must also demonstrate proficiency in English in that they are fluent in English.

Assignments are based on the number of EL students identified and the level of individual student need. Building assignments may fluctuate annually based on building enrollment and/or need.

Professional Development

In order to update skills, obtain additional training, and share information and materials, it is necessary for the EL staff to:
- meet regularly;
- attend conferences and workshops inside and outside the district.

The Youngstown 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, general education/content teachers and non-teaching/administrative staff need to be included in professional development activities as appropriate.
**EL District-Wide Coordinator** *(Please refer to YCSD Job Description)*

- Implements and assists with the development, implementation, and revision of the YCSD English Learner Program
- Makes recommendations and changes to the program including but not limited to the protocols and processes of identification, monitoring and curriculum of the programming
- Provides direct EL instruction to scholars daily as part of assignment
- Assists with the coordination, direction completion of curriculum of the EL program
- Implements district adopted assessments and curriculum
- Provides support to teachers in collecting and analyzing data (OELPS, OELPA and other assessments) and use results to guide EL instruction in individual, small group and team-teaching situations
- Compile and maintain accurately all required documentation required for the EL Program, Ohio Department of Education and US Department of Education and Title III
- Attend ongoing professional development opportunities as related to demands of the position
- Organizes and provides collaborative EL professional development for EL staff (including Educational Assistants) and general education teachers related to serving EL scholars
- Plan and conduct parent meetings and parent education workshops, as required by school administration and in the Title I, Part A and Title III law
- Establish various lines of home/school communication via conferences, meetings, and written correspondence
- Recruits and assists in the selection of EL staff
- Attend and collaborate with the administrators, building test coordinators, literacy coaches, parent engagement coordinators and teachers
- Perform related duties as assigned

**General/Content Teacher**

The general education/content teacher is a partner with the EL Teacher in educating EL 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 EL staff that support the regular classroom instruction;
- facilitating socialization of language minority students in the classroom;
- promoting intercultural discussion;
- suggesting the type of help EL students need to be successful in his/her class to the EL Teacher.

The general education/content teacher and the EL staff also collaborate to determine:

- how the regular classroom content could be supported by the EL staff
- how the lessons could be modified
- how to modify assessment
- how to assess achievement
- acknowledges characteristics of second language learners
Resources

The Youngstown City School District and Federal funds (Title III) will provide the resources to support our EL services. Included will be instructional equipment and materials, specialized texts, and staff development. Each TESOL has access to all necessary materials, computer and computer programs, funds for supplemental sources, and copy machines.

The overarching goal of the EL program is for our students to gain the linguistic proficiency necessary to independently thrive in a standard English classroom. As such, TESOLs seek to answer our essential question: How can we best support our ELs' mastery of the ELP standards and objectives, while complementing our district's instructional framework?

We prioritize the use of EL curricular materials that are:

- Authentic, visual, diverse, and accessible
- Designed using evidence and best practices
- Continuum and skill based
- Focused using a level designation and scope and sequence
- Consistent in their delivery model
- Access a variety of learning styles
- Effective for all language levels (true newcomer to proficiency)
- Not bound by grade level or age
- Implemented across a variety of medians (text, audio, video, online)
- Driven by the four domains assessed on the OELPA: Reading, Writing, Listening, and Speaking
- Effective in promoting the Ohio ELP standards, in support of the Ohio ELA standards
- Embedded with student initiated activities and enrichment of student competencies
- Comprehensive, accurate, up to date, and culturally appropriate

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Person Responsible</th>
<th>Documentation</th>
<th>Standards/Criteria</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase materials</td>
<td>EL staff</td>
<td>Title III funding, general funds, purchase orders, auditing process</td>
<td>Using funds to purchase up-to-date materials, to support field trips, testing materials, equipment, books, software</td>
<td>On-going</td>
</tr>
</tbody>
</table>
Our program goals and/or procedures are assessed annually to insure our legal compliance and efficacy. Changes may be required to improve our procedures for ELs, EL staff, and our service delivery.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Person Responsible</th>
<th>Documentation</th>
<th>Standards/Criteria</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating student progress</td>
<td>EL staff, general education/content teachers, counselors</td>
<td>OELPA scores, statewide assessments, grades, progress reports</td>
<td>Proficient on OELPA, passing percentage on statewide assessments, student achievement as compared to non- EL students</td>
<td>Annually, on-going</td>
</tr>
<tr>
<td>Evaluating staff performance</td>
<td>Building principals</td>
<td>District approved evaluation forms</td>
<td>Meets standards</td>
<td>Per teacher evaluation, schedule/ contract</td>
</tr>
<tr>
<td>Evaluating overall EL services</td>
<td>ODE, EL facilitator, program director</td>
<td>OELPA AMO’s Statewide assessment data, adequate yearly progress, federal program review criteria</td>
<td>Language Proficiency, progress in meeting AMO objectives, meeting AYP, compliance with Title III review criteria</td>
<td>Annually</td>
</tr>
</tbody>
</table>
Title III Limited English Proficient Review Criteria – Compliance

The Ohio Department of Education utilizes a compliance tracking system that must be completed on an annual basis. The compliance tracking system is an application that helps districts and community schools monitor how well they are meeting the legal requirements of the Every Student Succeeds Act and other federally funded programs.

YCSD participates in the use of the compliance system either to complete self-surveys and desk surveys, which require document uploads to ODE, or a site visit from an ODE representative. This is a means of evaluation of the EL 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.

Summary of Compliance items for review:

✓ Description of language instruction educational program services provided by Title III funds
✓ # of EL students making progress
✓ Evidence demonstrating increase in student academic achievement (District report card, OELPA)
✓ Professional Development Plan, Agendas for EL
✓ Description of Supplemental programming of Title III parent, family and community engagement
✓ Evidence of parent, family, and community engagement activities (invitations, agendas, sign-in sheets and evaluations)
✓ Evidence of fiscal records that demonstrate that Title III funds are utilized to supplement district provided core services
✓ Copies of communication sent to parents in language other than English.
✓ LEA Parent Involvement plan
✓ Evidence of Teachers TESOL credentials
✓ Copy of parent notification letter in English
✓ DLT and BLT meeting minutes
Special Issues

Preventing Over-referral of EL students to Special Education

Some EL 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 EL students are evaluated for special education programs. In the 2008-09 school year in Ohio, approximately 11% of EL 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 Youngstown City School District makes every effort to distinguish between issues regarding language acquisition and those disorders which are disabilities. When appropriate, TESOLs will be one of the stakeholders at meetings to discuss whether or not an EL student may have specialized learning needs.

These considerations are made when a disability is suspected in an EL 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 predominantly 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 EL children as learning disabled.

Title I

EL students who qualify for Title I services may receive support from both Title I and EL 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 Youngstown City School District vary per Federal guidelines on an annual basis.

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 is able to provide to meet those needs.
- The amount of funding available to provide services, and how the services will be assessed.
- The district 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 Youngstown City School District, the Office of State and 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 EL Qualification/Services**

Many foreign exchange students have English proficiency although sometimes a student demonstrates the need for assistance. As with all other students, if the student qualifies for EL services, the student is identified as LEP. 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 OELPA assessment. All foreign exchange students seeking a diploma from an Ohio school must take and must meet the graduation requirements.
APPENDICES
APPENDIX A: EL ACRONYMS, TERMS & DEFINITIONS
<table>
<thead>
<tr>
<th><strong>AMO</strong></th>
<th>Annual Measurable Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOs are targets set by the state that specify the percentage of EL students who are expected to attain English language proficiency and the percentage of EL students who are expected to improve their level of English language proficiency.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BICS</strong></th>
<th>Basic Interpersonal Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bilingual Instruction / Bilingual Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs that provide instruction in two languages, generally the students’ native language and English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CALP</strong></th>
<th>Cognitive/Academic Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dual Language/Dual Immersion Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EAL</strong></th>
<th>English as an Additional Language</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>EAP</strong></th>
<th>English for Academic Purposes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>EFL</strong></th>
<th>English as a Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is used when a non-native English speaker is studying English in a non-English speaking country.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EL/ELL</strong></th>
<th>English Learner/ English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ESL</strong></th>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>(same as ELL and LEP)</td>
<td></td>
</tr>
</tbody>
</table>
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)

ESSA  Every Student Succeeds Act

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)

MBE  Maintenance Bilingual Education
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.

OELPA  Ohio English Language Proficiency Assessment
This is a state-mandated assessment administered to all EL students to assess English Language proficiency. The OELPA assesses a student in reading, listening, writing and speaking skills.

OELPS  Ohio English Language Proficiency Screener

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 EL class
A class consisting exclusively of English 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.

SIOP    Sheltered Instructional Observational Protocol

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
# Appendix A: Language Usage Survey

Parents and Guardians: Please only complete this page of the survey. The back of this form will be completed by the school. A completed language usage survey is required for all students upon enrollment in Ohio schools. This information will tell school staff if they need to check your child’s proficiency in English. Answers to these questions ensure your child receives the education services to succeed in school. The information is not used to identify immigration status.

<table>
<thead>
<tr>
<th>Student Name: <em>(First Name and Last Name)</em></th>
<th>Student Date of Birth: <em>(mm/dd/yyyy)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Preferences</strong>&lt;br&gt;Indicate your language preference so we can provide an interpreter or translated documents at no cost when you need them. All parents have the right to information about their child’s education in a language they understand.</td>
<td>1. In what language(s) would your family prefer to communicate with the school? &lt;br&gt;__________________________________________</td>
</tr>
<tr>
<td><strong>Language Background</strong>&lt;br&gt;Information about your child’s language background helps us identify students who qualify for support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</td>
<td>2. What language did your child learn first? &lt;br&gt;__________________________________________</td>
</tr>
<tr>
<td>3. What language does your child use the most at home? &lt;br&gt;__________________________________________</td>
<td>4. What languages are used in your home? &lt;br&gt;__________________________________________</td>
</tr>
<tr>
<td><strong>Prior Education</strong>&lt;br&gt;Responses about your child’s birth country and previous education give us information about the knowledge and skills your child is bringing to school and may enable the school to receive additional funding to support your child.</td>
<td>5. In what country was your child born? &lt;br&gt;__________________________________________</td>
</tr>
<tr>
<td>6. Has your child ever received formal education outside of the United States?&lt;br&gt;☐ Yes  ☐ No &lt;br&gt;If yes, how many years/months? &lt;br&gt;__________________________</td>
<td>7. Has your child attended school in the United States?&lt;br&gt;☐ Yes  ☐ No &lt;br&gt;If yes, when did your child first attend a school in the United States?&lt;br&gt;<em><strong><strong><strong><strong>/</strong></strong></strong>/</strong></em>___ Month Day Year</td>
</tr>
<tr>
<td><strong>Additional Information</strong>&lt;br&gt;Please share additional information to help us understand your child’s language experiences and educational background.</td>
<td>&lt;br&gt;Parent/Guardian First Name: ___________________________ Parent/Guardian Last Name: ___________________________</td>
</tr>
<tr>
<td>Parent/Guardian Signature: ___________________________ Today’s Date: <em>(mm/dd/yyyy)</em> ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for providing the information above. Contact your school or district office if you have questions about this form or about services available at your child’s school. Translated information about schools’ civil rights obligations to English learner students and limited English proficient parents can be found here: [https://www2.ed.gov/about/offices/list/oser/elresources.htm](https://www2.ed.gov/about/offices/list/oser/elresources.htm)
1. **Check.** Confirm the following statements related to the administration of Ohio's language usage survey:

- The district or school presented the language usage survey, to the extent practicable, in a language and form that the parent or guardian understood.
- The district or school informed the parent(s) or guardian(s) of the form's purpose. The language usage survey only is used to understand students' linguistic experiences and educational background.
- The district or school reports information from the language usage survey in the appropriate Educational Management Information System (EMIS) records.
- For students enrolling from other U.S. schools and districts, school officials request previous language survey data and refer to the information when identifying English learners.
- Results of the language usage survey are kept with the student's cumulative records and follow the student if he/she transfers to another district or school.

2. **Note.** Record additional information to assist the review of the language usage survey.

3. **Record.** Indicate responses from the language usage survey in the table below. Refer to the Language Usage Survey Annotations on page 2 for item-specific guidance.

<table>
<thead>
<tr>
<th>Student's native language</th>
<th>See Language Usage Survey Question 2. Report for all students in EMIS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's home language</td>
<td>See Language Usage Survey Question 3. Report only for English learners in EMIS.</td>
</tr>
<tr>
<td>Immigrant student status</td>
<td>See Language Usage Survey Questions 5-7. Yes, the student is an immigrant child. No, the child is not an immigrant child.</td>
</tr>
</tbody>
</table>

4. **Validate.** Complete the information below.

<table>
<thead>
<tr>
<th>Signature of validating school employee</th>
<th>Date (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name of validating school employee</td>
<td>Name of school or school district</td>
</tr>
</tbody>
</table>
**Spanish | Apéndice A: Encuesta de uso del lenguaje**

Padres y tutores: Sólo complete esta página de la encuesta. El reverso de este formulario lo completará la escuela. Se requiere una encuesta de uso del idioma completa para todos los alumnos al momento de la inscripción en las escuelas de Ohio. Esta información servirá para que el personal de la escuela sepa si necesitan verificar el dominio de inglés de su hijo/a. Las respuestas a estas preguntas asegurarán que su hijo/a reciba los servicios educativos necesarios para tener éxito en la escuela. La información no se usa para identificar condición de inmigración.

<table>
<thead>
<tr>
<th>Nombre del alumno: (nombre y apellido)</th>
<th>Fecha de nacimiento del alumno: (mm/dd/aaaa)</th>
</tr>
</thead>
</table>

**Preferencias de comunicación**

Indíque su preferencia de idioma para que podamos proveer un intérprete o documentos traducidos sin costo cuando los necesite. Todos los padres tienen derecho a obtener información sobre la educación de sus hijos en un idioma que entiendan.

1. ¿En qué idioma(s) preferiría su familia comunicarse con la escuela?

**Antecedentes del idioma**

La información sobre los antecedentes del idioma de su hijo/a nos ayuda a identificar a los alumnos que cumplen las condiciones para recibir apoyo para desarrollar las habilidades lingüísticas necesarias para tener éxito en la escuela. Puede ser necesario realizar pruebas para determinar si se necesitan apoyos para aprender el idioma.

2. ¿Qué idioma aprendió primero su hijo/a?

3. ¿Qué idioma usa más su hijo en casa?

4. ¿Qué idiomas se usan en su casa?

**Educación previa**

Las respuestas sobre el país de nacimiento de su hijo/a y la educación anterior nos brindan información sobre los conocimientos y habilidades que su hijo está trayendo a la escuela y pueden permitir que la escuela reciba fondos adicionales para apoyar a su hijo/a.

5. ¿En qué país nació su hijo/a?

6. ¿Ha recibido su hijo/a educación formal fuera de los Estados Unidos?
   - [ ] Sí  - [ ] No
   
   En caso afirmativo, ¿cuántos años/meses?

   En caso afirmativo, ¿cuál fue el idioma de instrucción?

7. ¿Ha asistido su hijo a la escuela en los Estados Unidos?
   - [ ] Sí  - [ ] No
   
   En caso afirmativo, ¿cuándo asistió su hijo por primera vez a la escuela en los Estados Unidos?
   
   __________ / __________ / __________

**Información adicional**

Comparta información adicional para ayudarnos a comprender las experiencias de idioma y los antecedentes educativos de su hijo/a.

<table>
<thead>
<tr>
<th>Nombre del padre/tutor: ___________________________</th>
<th>Apellido del padre/tutor: ___________________________</th>
</tr>
</thead>
</table>

| Firma del padre/tutor: ___________________________ | Fecha de hoy: (mm/dd/aaaa) __________________________ |

Gracias por brindar la información precedente. Comuníquese con su escuela u oficina del distrito si tiene preguntas sobre este formulario o sobre los servicios disponibles en la escuela de su hijo/a. Se puede encontrar información traducida sobre las obligaciones de derechos civiles de las escuelas con los estudiantes de inglés como segundo idioma y padres con dominio limitado del inglés en este enlace: [https://www2.ed.gov/about/offices/list/ocr/altresources.html](https://www2.ed.gov/about/offices/list/ocr/altresources.html)

De la Oficina del Superintendente de Instrucción Pública, con licencia internacional de Creative Commons Atribución 4.0
1. **Marque.** Confirme las siguientes afirmaciones relacionadas con la administración de la encuesta de uso del idioma de Ohio:

- El distrito o escuela presentó la encuesta de uso del idioma, en la medida de lo posible, en un idioma y forma que el padre/madre o tutor comprendió.
- El distrito o escuela informó a el(los) padre(s) o tutor(es) acerca del propósito del formulario. La encuesta de uso del idioma solo se usa para entender las experiencias lingüísticas y los antecedentes educativos del alumno.
- El distrito o escuela registra información de la encuesta de uso del idioma en los registros correspondientes del Sistema de Información sobre la Gestión de la Educación (EMIS).
- Para los alumnos que se inscriben de otras escuelas y distritos de los Estados Unidos, los funcionarios de la escuela solicitan datos de encuestas de idioma anteriores y consultan la información cuando identifican estudiantes de inglés como segundo idioma.
- Los resultados de la encuesta de uso del idioma se guardan con los registros acumulativos del alumno y siguen al alumno si se transfiere a otro distrito o escuela.

2. **Anote.** Registre información adicional para ayudar en la revisión de la encuesta de uso del idioma.

3. **Registre.** Indique las respuestas de la encuesta de uso del idioma en la siguiente tabla. Consulte las [anotaciones de la encuesta de uso del idioma](en la página 2) para obtener ayuda sobre temas específicos.

<table>
<thead>
<tr>
<th>Lengua materna del alumno</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vea la pregunta 2 de la encuesta de uso del idioma. Informe para todos los alumnos en el EMIS.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idioma que se habla en la casa del alumno</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vea la pregunta 3 de la encuesta de uso del idioma. Informe solo para los estudiantes de inglés como segundo idioma en el EMIS.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estudiante de inglés como segundo idioma potencial</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vea las preguntas 2-4 de la encuesta de uso del idioma.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condición de inmigrante del alumno</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vea las preguntas 5-7 de la encuesta de uso del idioma. Informe para todos los alumnos en el EMIS.</td>
<td></td>
</tr>
</tbody>
</table>

- Sí, el alumno es inmigrante.
- No, el niño no es inmigrante.

4. **Valide.** Complete la siguiente información.

<table>
<thead>
<tr>
<th>Firma del empleado de la escuela que valida</th>
<th>Fecha (mm/dd/yyyy)</th>
</tr>
</thead>
</table>

| Nombre en letra de molde del empleado de la escuela que valida | Nombre de la escuela o distrito escolar |
APPENDIX C: PARENT CONSENT OR REFUSAL FORM
I. Student Background Information

Student Name: ___________________________ Student ID#: ___________________________
Telephone: ___________________________
Grade: __________ D.O.B: __________ Age: __________ Home School: ___________________________
Current School: ___________________________
Address: ___________________________ City/State: ___________________________ Zip Code: ___________________________

II. Testing Information: The chart below clarifies the results of your child’s English language assessment. Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Below you will find the test results and the test form used to evaluate your child’s proficiency level. If you have any questions or concerns, please contact the office of the English Learner Program at 330-744-6985. After reviewing the information below, please complete section IV and return this form to your child’s teacher.

| LANGUAGE TEST RESULTS: If an area is not applicable, please enter N/A. |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Language Skill              | Proficient                  | Progressing                 | Emerging                    | TEST FORM                  |
| READING                     |                             |                             |                             |                             |
| LISTENING                   |                             |                             |                             |                             |
| WRITING                     |                             |                             |                             |                             |
| SPEAKING                    |                             |                             |                             |                             |

OVERALL PERFORMANCE

☐ Proficient  ☐ Progressing  ☐ Progressing

* Comprehension = Listening and Reading average  * Production = Writing and Speaking average  ** Composite = Reading, Writing, Listening, and Speaking average

III. Placement Recommendation: Based on the results indicated above, the following language service(s) is/are recommended.

☐ TN=Tested Not Placed  ☐ IE = Intensive English Service

☐ RS=Refusal Service  ☐ LA/RL= Language Acquisition Intervention/Resource/Language Lab
☐ IM=Immersion  ☐ INCL/SIDP= In-class / Inclusion Instruction / Sheltered Instruction Observation Protocol
☐ TPI = TESOL/Push-In  ☐ SAS=Educational Ass’t Support
☐ NLS = Native Language Support  ☐ MP= Monitor Progress
☐ SPED Self-Contained  ☐ Other:
☐ SPED Inclusion  ☐ Speech
☐ Other:

Other Services: ☐ 594 Plan  ☐ SPED Self-Contained  ☐ SPED Inclusion  ☐ Speech

IV. Parent Consent/Refusal for Services Recommended

☐ I accept the recommendations above and give permission for my child to receive services from the English Learner Program.

☐ I understand the recommendations above and the services available for my child due to the results of the language assessment. However, at this time, I decline service from the English Learner Program.

_________________________ ___________________________
(Parent/Guardian’s Signature) (Date)

Below: Office use only: Additional Comments
I. Información del estudiante:

<table>
<thead>
<tr>
<th>Nombre del estudiante:</th>
<th>ID# del estudiante:</th>
<th>Teléfono:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grado:</th>
<th>Fecha de nacimiento:</th>
<th>Edad:</th>
<th>Escuela de residencia:</th>
<th>Escuela de asistencia:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dirección:</th>
<th>Ciudad/Estado:</th>
<th>Código Postal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Información del Examen: Lo siguiente son los resultados y la forma del examen que su hijo(a) tomó. El distrito está requerido a declarar el nivel del inglés para los estudiantes que hablan otro idioma en su casa. Debajo, puede examinar los resultados del examen. Si usted tiene alguna pregunta, puede llamar a la oficina del Programa de Aprendices de Inglés al 330-744-6985. Por favor, revise la información siguiente y completa la sección IV. Entonces, devuelva este formulario al maestro o la maestra de su hijo(a).

Los resultados del examen: If an area is not applicable, please enter N/A.

III. Recomendación de Ubicación: De acuerdo a los resultados indicados arriba, le ofrecemos los siguientes servicios de idioma.

<table>
<thead>
<tr>
<th>Nivel del Idioma</th>
<th>Dominio</th>
<th>En Progreso</th>
<th>Emergente</th>
<th>FECHA DEL EXAMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESCÚCHAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESCRITURA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LENGUAJE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NIVEL GENERAL DE RENDIMIENTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominio</td>
</tr>
</tbody>
</table>

*Comprensión: El promedio de escuchar y de lectura + Producción: El promedio de escritura y de lenguaje ** Nivel Comprensivo: El promedio de escuchar, lectura, escritura, y lenguaje*

IV. Consentimiento/Rehúso de los padres/guardianes/apoderados para el servicio que están recomendado.

☐ Yo acepto las recomendaciones y doy permiso que mi hijo(a) reciba servicio(s) del Programa de Aprendices de Inglés.

☐ Yo entiendo las recomendaciones y los servicios que están disponible para mi hijo(a). Sin embargo, en este momento, yo no rehúso los servicios del Programa de Aprendices de Inglés.

(Firma de los Padres/Guardianes/Apoderados) (Fecha)

Solo para el uso de la oficina: (Comentarios Adicionales)
APPENDIX D: OELPA RESULTS COMMUNICATION LETTER
Dear (surname) Family,

The attached report contains (student’s first name) results from the Spring 2019 Ohio English Language Proficiency Assessment (OELPA). The OELPA measures reading, listening, writing, and speaking for students who are learning English. A student can score from Level 1 to Level 5 on each of these tests. Schools give the OELPA to determine whether to exit a student from the English language learning program.

A student’s overall performance level is based on scores on the reading, listening, writing, and speaking tests. It shows whether a student is “Emerging”, “Progressing”, or “Proficient” in the English language.

Your child (student’s first name) is (performance level) in the English language. This means that he/she will (continue with/ be exited from) the EL program.

To view your child’s test performance levels on each of the domains (reading, listening, writing, and speaking), and/or overall performance level and an explanation of each, please see the accompanying OELPA score report from the Ohio Department of Education[

If you have any questions or concerns, your building TESOL is (teacher’s name). You may also contact me and/or Mrs. Natalie Griffin. You will find our telephone numbers at the bottom of this letter.

Thank you,

Ava Yeager
Chief of School Improvement
Estimada Familia __________,

El reporte adjunto contiene los resultados de la Prueba de Adquisición del Idioma Inglés (OELPA) de __________. La Prueba OELPA mide las habilidades de estudiantes aprendiendo inglés en las siguientes áreas: lectura, escritura, el habla de lenguaje, y del escuchar/retención del lenguaje. Un estudiante puede obtener un nivel 1 a nivel 5 en cada una de estas áreas de la prueba. Las escuelas administran OELPA para determinar si el estudiante es eficiente en el idioma inglés y así comprobar que no necesita los servicios de nuestro programa.

El nivel del desempeño de un estudiante es basado en la puntuación en las áreas de las pruebas de lectura, escritura, el habla de lenguaje, y del escuchar/retención del lenguaje. Muestra si un estudiante es “Emergente”, “en Progreso” o “Proficiente” en el idioma inglés.

El desempeño de su niño(a), __________ es __________ en el idioma inglés.

 Esto quiere decir que él/ella:
☐ Continuará recibiendo los servicios de nuestro programa
☐ No necesitará más los servicios del Programa EL

Para ver el desempeño de su estudiante en las áreas de lectura, escritura, el habla de lenguaje, y del escuchar, y/o el nivel del desempeño total y su explicación para cada área, por favor de referirse al reporte OELPA adjunto del Departamento de Educación de Ohio.

Si usted tiene alguna pregunta, el nombre del TESOL (maestro(a) de Programa de EL) de su escuela es, ________________. También puedes llamarme o llamar a mi asistente administrativa, Natalie Griffin a los números indicado en esta carta.

Sinceramente,

Ava Yeager
Chief of School Improvement
APPENDIX E: EL PROGRAM EXIT FORM
English Learner Program Exit Letter

Attention: A copy of this letter is to be placed in the student’s permanent file (inside yellow EL folder) for future reference.

Date:

Dear Parent/Guardian,

Congratulations! Your child scored well on the _____ Ohio language assessment for English Language Learners (ELL’s) and has met the criteria to exit the district’s English Learner Program! This language assessment is an annual progress test given to all English learners to determine a student’s level of English language fluency. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in classroom academics without additional English language support services.

In Ohio, students successfully complete the English language programs in two ways. The first way is to earn a composite score of five (5) on the state language assessment. The second way is to earn a composite score of four (4) on the state language assessment, which begins a trial period of mainstream instruction. Then, during the trial period, students must earn another composite score of four (4) or above on the test to successfully exit the program.

However, please be assured that we will monitor your child’s progress and provide academic support (if needed) for the next two school years. In the event that you have any questions or concerns about this process, or your child’s continued language development, please do not hesitate to reach out at your convenience. Please save this letter for your records. We commend your child for their progress in achieving English proficiency and thank you for supporting your child’s learning. Together, we will continue to help your child succeed at YCSD.

Sincerely,

-----------------------------------------------------

<table>
<thead>
<tr>
<th>Ohio English Language Proficiency Assessment (OELPA) Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Year of Results: Academic Years to be Monitored: ________ and ________.
Carta de Salida del Programa para Aprendices de inglés

Attention: A copy of this letter is to be placed in the student's permanent file (inside yellow EL folder) for future reference.

Fecha:

Estimado Padre/Guardiano,

¡Felicitaciones! Su hijo/a obtuvo un buen puntaje en el examen del idioma inglés de Ohio de primavera que se llama OELPA. Como resultado, su hijo/a ha alcanzado el nivel necesario para salir del programa del idioma inglés del distrito. Este es un examen de progreso anual que rinde todos los estudiantes en el idioma inglés para determinar el nivel de competencia. Según los resultados de este examen, su hijo/a alcanzó el nivel necesario de competencia en el idioma de inglés para avanzar con los estudios en el salón de clases sin necesidad de servicios de apoyo adicionales.

En Ohio, los estudiantes completan con éxito el programa de idioma inglés de dos maneras. La primera forma es obtener un puntaje, compuesto de cinco (5) en la evaluación del idioma de la escuela. La segunda forma es obtener un puntaje compuesto de cuatro (4) en la evaluación del idioma del estado. Que comienza un período de prueba de instrucción general. Luego, durante el período de prueba, los estudiantes deben obtener cinco puntaje compuesto de cuatro (4) o más en la prueba para salir con éxito del programa.

Debido a que su hijo/a alcanzó uno de los criterios mencionados, no dejará de participar en el programa del idioma de inglés del distrito. Sin embargo, puede estar seguro de que seguirán de cerca el progreso de su hijo/a y le brindaremos apoyo académico si fuera necesario. Además, le pedimos que firme la carta en el área designada y devuelva a la escuela para confirmar que ha recibido esta correspondencia. Entonces, le enviaremos una copia para sus archivos.

Felicitamos a su hijo/a por el progreso alcanzado en la competencia en el idioma inglés y le agradecemos por apoyar el aprendizaje de su hijo/a. Juntos, continuaremos ayudando a su hijo/a a tener éxito en la escuela.

Atentamente,

<table>
<thead>
<tr>
<th>Lectura</th>
<th>Escritura</th>
<th>El Escuchar</th>
<th>El Hablar</th>
<th>Estado de Competencia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PROFICIENTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year of Results:_________ and _________.
Characteristics of Second Language Learners

**Misconception 1:** *EL (English Learners) learn English easily and quickly by being exposed to and surrounded by native English speakers.*

**Fact:** Learning a second language takes time and significant intellectual effort on the part of the learner. Learning a second language is hard work; even the youngest learners do not simply “pick up” the language.

**Misconception 2:** *When EL Learners are able to converse comfortably in English, they have developed proficiency in the language.*

**Reality:** It can take 6 to 9 years for EL learners to achieve the same levels of proficiency in academic English as native speakers. Moreover, EL students participating in thoughtfully designed programs of bilingual or sheltered content instruction remain in school longer and attain significantly higher rates of academic achievement in comparison to students without such advantages.

**Misconception 3:** *In earlier times immigrant children learned English rapidly and assimilated easily into American life.*

**Reality:** Many immigrant students during the early part of this century did not learn English quickly or well. Many dropped out of school to work in jobs that did not require the kinds of academic achievement and communication skills that substantive employment opportunities require today. (TESOL, Inc., 1997, p.3)

**Misconception 4:** *All EL students learn English in the same way.*

**Reality:** ELs’ prior schooling, socio-economic position, content knowledge, and immigration status create variety in their learning processes. Some ELs speak languages with English cognates, while others speak languages with little lexical similarity to English; this changes the nature of how students learn content-specific vocabulary.

**Misconception 5:** *Children who come from bilingual homes are EL.*

**Reality:** Children who are exposed to two or more languages are not necessarily at-risk or limited English proficient. Over identification, particularly in the early years is not helpful and is often found discriminatory.
APPENDIX G: ELP IMPROVEMENT MEASURE 2019-2020
English Language Proficiency (ELP) Improvement Measure, 2019-2020

Background

Section 1111(c)(4)(A)(ii) of the Every Student Succeeds Act (ESSA) requires states to measure how well schools and districts are doing in getting students whose native language is not English to become proficient in English. These students used to be called Limited English Proficient and now they are called English Learners (ELs). The Ohio Department of Education (Department) began measuring school and district progress in this area as part of the Gap Closing component on the 2017-18 Ohio School Report Card. The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners’ who show improvement from one year to the next and will contribute to the letter grade assigned to the Gap Closing component on the Ohio School Report Cards.

Overview of the Measure and General Business Rules

All of the calculations in the Gap Closing component allow a school or district to earn points based on whether the Annual Measurable Objectives (AMOs) are met or not and if it’s not met, whether a subgroup showed improvement from the prior year to the current year (i.e. did the subgroup cut its gap). For this measure, there is just one subgroup being evaluated; English Learners. A school or district will earn between zero and 100 points for that one subgroup based on meeting the AMO or showing improvement from 2019 to 2020.

In the state’s ESSA plan, the Department established interim goals and a long-term goal for this calculation. The table below shows the percent of EL students who are expected to show improvement towards English proficiency each year. The goal for 2020 is to have at least 57% of a school’s or district’s EL student either show improvement in gaining English proficiency or to reach the proficient mark and exit EL status.

| English Learners Annual Progress Toward Attaining English Language Proficiency |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| English Learners              | 45%               | 48%               | 51%               | 54%               | 57%               | 60%               | 63%               | 66%               | 69%               | 72%               | 75%               |

The calculation uses standard Where Kids Count business rules and a student who otherwise is accountable to a school or district in the 2019-20 school year is included if they meet the other conditions specific to this calculation. Because this calculation is longitudinal, a student must have two OELPA tests, one taken in the spring of 2019 and one from the spring of 2020, to show improvement. Districts always get ‘credit’ for a student who scores proficient and exits EL status, so first-time test takers in the current school year are included if they score proficient on that 2020 test. A student also is included if he is classified as an English learner (EL) during the testing window, but was not tested and did not have a Score Not Reported reason that exempts him from the test (more details on this below).

Subgroup Size

Districts and schools must administer the OELPA during the testing window to all students identified as English learners. This measure will only contribute to the Gap Closing component for schools and districts that serve the minimum required number (n-size) of accountable ELs, as outlined in Ohio’s approved ESSA plan. The number of accountable ELs required for inclusion in the measure is 25 English learners in 2017-2018; 20 in 2018-2019; and, 15 for the 2019-2020 school year and beyond. Please note that students are included in the measure based on their identification as English Learners, not whether services are
received. As such, English Learners whose parents or guardians refuse English Learner services are still included in the measure until such time as they reach English proficiency.

The Department will calculate improvement percentages for all schools and districts, but only those with enough accountable students (15 in 2019-20 and beyond) will have the calculation contribute to the Gap Closing letter grade. This ensures that gaps can be calculated for schools and districts that may become eligible for the measure, as well as provide valuable information to schools and districts.

**OELPA History**

The Ohio English Language Proficiency Assessment (OELPA), first administered in the 2015-16 school year, consists of four domain tests: Reading, Writing, Listening, and Speaking. Students receive a score of 1 to 5 on each domain, and achieve proficiency and exit EL status by earning a combination of 4's and 5's across all domains they are required to complete. An EL is required to complete all four domains unless that student has a disability for which no vendor accommodation exists. In such cases, the district must report in EMIS that the student was exempt from that domain because no accommodation exists. This reporting is done by using the Score Not Reported code of “L” in the Assessment Record (Record FA235).

Proficiency in one domain does not exempt a student from completing that domain in a future year if the student continues to be identified as an English learner. If a student is required to complete all four domains and scores proficient on three out of the four domains on one attempt, the student must continue to take all four domains on subsequent attempts and remains an English learner until proficiency is attained on all four domains in the same year.

The ELP Improvement measure uses only performance and improvement on the OELPA -- no other tests are used. Each EL is assigned an improvement target for growth using the student's grade level when initially identified as an EL and the summed score on the initial OELPA.

Districts and schools earn credit for accountable students who either meet or exceed their annual improvement targets or score proficient on the OELPA. The section below outlines how each student's improvement target is set.

**Student Level Improvement Targets - Students Taking Four OELPA Tests**

As was mentioned above, the OELPA is comprised of four different tests that measure the various aspects of English proficiency. If a student is making progress and getting closer to English proficiency, they should accrue more points on their current year test than they did on the prior year’s. A school or district gets credit for a student if they increase the number of points from one year to the next to ‘meet’ their improvement target.

Thus, the first step in the calculation is to set each student's improvement target. The student-level targets use a student's grade level at the time they first take the OELPA and their initial English language proficiency level, which is determined by summing the scores from the four domains. The overarching goal for students is to reach Proficient on the OELPA, which is achieved by scoring any combination of 4’s and 5’s across all four domains. Because of the scoring rubric, a proficient student will always have a summed domain score between 16 and 20 points. This score is not compensatory, meaning students must earn at minimum of 4 points on each of the four domains (not including approved domain exemptions).

The student-level targets for annual improvement are assigned to each individual English learner using the table shown in Figure 1. Schools administered the OELPA for the first time in the spring of 2016. Prior to that year, a different English proficiency assessment was used in Ohio. For EL students enrolled in an Ohio public school in the 2015-16 school year, the Department used that 2016 test and the student's 2016 grade level to set the improvement target. This test was used even if it was not the student's first year in an Ohio school.

Students who enrolled for the first time in the 2016-17 school year had their improvement target set using the 2017 OELPA and 2017 grade level. For students who were new to Ohio in 2017-18, ODE used their 2018 OELPA and that year's grade level to set their improvement target and so on. In each year, students who are new to Ohio will have their first year's OELPA test and their grade level at the time of that test used to set their improvement target.
The table below shows the number of points a student must improve from one year to the next based on the grade of the student and the number of points earned across the tests taken in that first year. Note that the improvement targets shown in the table are applicable ONLY to students taking all FOUR OELPA domains (reading, writing, listening and speaking). Students who are exempt from one or more tests because of a disability always have an improvement target of ONE (1) point. This is explained more fully below.

<table>
<thead>
<tr>
<th>Student’s Grade Level when Identified as English Learner</th>
<th>Sum of Student’s Initial OELPA Domain Score (point range)</th>
<th>Student Level Target for Annual Improvement (points/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten – 8th Grade</td>
<td>4 points – 11 points</td>
<td>Increase of 2 points per year</td>
</tr>
<tr>
<td>Kindergarten – 8th Grade</td>
<td>12 points – 20 points</td>
<td>Increase of 1 point per year</td>
</tr>
<tr>
<td>9th Grade – 12th Grade</td>
<td>4 points – 7 points</td>
<td>Increase of 2 points per year</td>
</tr>
<tr>
<td>9th Grade – 12th Grade</td>
<td>8 points – 20 points</td>
<td>Increase of 1 point per year</td>
</tr>
</tbody>
</table>

Figure 1: Annual Student Level English Language Proficiency Improvement Targets for English Learners

The annual improvement target does not change once it is set for a student unless a student is exempted from one or more domains (this will be discussed more fully below). The prior and current year’s assessments always are used to determine if the target is met and students cannot ‘bank’ points if they exceed their improvement goal, nor do they need to ‘make up’ points if they fall short. For example, a student with an improvement target of two points who improves by four points from the previous year still has a goal of improving by two points the next year. Similarly, a student with an improvement target of two points who only improves by one point does not need to ‘make up’ the deficit by improving by three points in the following year; the two points continue to apply.

The following is an example of how a student’s target is set. Student A entered school in Ohio in 3rd grade and is identified as an English learner. On his first OELPA test, Student A scored a total of six points (one for Reading, one for Writing, two for Listening and two for Speaking). Based on Student A being in 3rd grade and scoring six points on his initial test – the student level target is to improve by two points per year. Thus, to be in the numerator of this calculation, Student A must score at least eight points across the four domains of the OELPA (6 points + 2 points = 8 total points) when they take it for the second time in 4th grade. The calculation does not require the points to be earned in any specific domain. As long as the total number of points equals eight, the student is counted as meeting his/her goal and is in the numerator regardless of where he shows improvement.

**Student Level Improvement Targets - Students Taking Fewer Than Four OELPA Tests**

As was mentioned earlier, the chart above is applicable only for students who complete all four domains. Beginning in 2017-18, domain exemptions became available on the OELPA for some students with disabilities. This policy allows districts to exempt students from up to three of the four domains on the OELPA if a disability prohibits the student from participating in the domain. All domain exemptions must be documented in the student’s IEP or 504 plan. Any student exempt from one or more domains for a disability on the first test attempt is assigned an annual improvement target of one point.

If a student completed all four domains on the first attempt, but then was exempted from one or more domains in a subsequent year due to a disability, the Department will consider that student to be a first-time test taker, and will re-assign the student’s annual improvement target to one point (assuming it previously had been set at two points). This action will remove the student from the current year’s calculation. Any time the number of domain exemptions changes year-to-year, whether it is an increase or decrease in the number of domains taken, that student will be treated as a first-time test taker and a new summed score will be calculated.

In order for a student to be treated as a first-time test taker and have a new summed score calculated, the student must have test records reported for all exempted tests reported with a Score Not Reported code of “L” in the FA235 element, which indicates that the student has a disability for which no vendor accommodation exists. Any other Score Not Reported code will not result in a change in expectations for the student. If a district reports any Score Not Reported code other than “L”, the student will be counted in the current year’s calculation using that summed score in comparison to the summed score from the prior year’s attempt. Please see Example B: Student Calculations for more detailed information about how this would impact
student-level calculations.

**EL Progress AMO Numerator/Denominator**

Once each student’s improvement target is determined, the next step is to determine whether the student “met” that target and thus made progress towards English proficiency. This is done by summing the points from the four 2019 OELPA domains and comparing that number to the summed 2020 domains to see if the student’s improvement target was met. If a student ‘meets’ the target, he is deemed to have made “progress” and is in the numerator. Students who don’t meet their targets, are not in the numerator. Students who are new to Ohio in the 2019-20 school year will have their improvement targets set, but won’t be included in the numerator or denominator of the calculation until they have a second test in the 2020-21 school year.

There are two exceptions to the rules set forth in the paragraph above. In the first exception, a student can be in the numerator for not meeting his improvement target. The ultimate goal of this calculation is for each English Learner to reach proficiency. At that time, the student exits EL status and stops taking the OELPA. As students get close to reaching proficiency, they may need only one more point to exit. Assuming they do exit, the school or district will receive credit and they will be placed in the numerator, regardless of whether their improvement target is met.

For example, if a student with a target of 2 points scored 15 points on his prior year OELPA, he would need to increase to 17 points to “meet” the improvement goal. If that student scored straight 4’s on the current year’s tests, the total score would increase by only one point moving from 15 to 16, but this would be enough for the student to exit EL status. Such a student would be included in the district’s numerator, based on the fact that he exited EL status. It is important to understand, however, if the student does not obtain a high enough score on each domain to exit, then at least two points of improvement are needed to place him in the numerator (e.g. – if he scored 3 on one domain, then a total of 17 points are needed across the four tests to place the student in the numerator).

The second exception is that the calculation places a student in the numerator in his first year in an Ohio public school if he earns enough points on the four domains to exit EL status the first time he takes the OELPA. As was mentioned earlier, a student is deemed to have reached proficiency in English when all four domains have scores of 4’s or 5’s. Once those scores are earned, the student exits EL status and no additional OELPA tests are taken. A school or district gets credit for all students who reach proficiency even in cases where the proficient score is earned on that first OELPA test.

Figure 2 depicts how the improvement percentage is derived.

*Figure 2: ELP Improvement Example*

<table>
<thead>
<tr>
<th>Student</th>
<th>Improvement Target</th>
<th>2019 Score</th>
<th>Points Earned</th>
<th>2020 Score</th>
<th>Met or Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>7*</td>
<td>MET</td>
</tr>
<tr>
<td>Student B</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>NOT MET</td>
</tr>
<tr>
<td>Student C</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>MET</td>
</tr>
<tr>
<td>Student D</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>16</td>
<td>MET</td>
</tr>
<tr>
<td>Student E</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>NOT MET</td>
</tr>
<tr>
<td>Student F</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>17 (did not exit)*</td>
<td>NOT MET</td>
</tr>
<tr>
<td>Student G</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>MET</td>
</tr>
<tr>
<td>Student H</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>NOT MET</td>
</tr>
<tr>
<td>Student I</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>17 (exited)*</td>
<td>MET</td>
</tr>
<tr>
<td>Student J</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>MET</td>
</tr>
</tbody>
</table>

6 out of 10 students met the improvement Measure = 60%

*Note that Student A exceeded his improvement target. He needed to earn two points, but he earned three, moving from 4 to 7 total points. The extra point is not banked. In 2021 his expected improvement remains at two points and he will need to score at least 9 total points to be in the numerator of that calculation.*

**Note that Students “F” and “I” both have improvement targets of two points per year. They both improved by only one point, moving from 16 to 17. Student “F” did not exit EL status, thus his target was not met. Student “I” did score high enough on
each domain to be deemed Proficient and exit, thus the school earns credit for him in the numerator.

**Students Who Re-Enter EL Status**

As was mentioned above, a student exits his status as an English Learner when he earns a score of 4 or 5 across all applicable domains. In a small number of cases, a student may meet the criteria to exit, but district personnel will have questions about whether the student really is “proficient” in all aspects of English. District personal have the right to re-assess a student who exits, and if the assessment shows that deficits still exist, the district can decide to “re-enter” the student into the status as an English Learner so that he can continue to receive English language services.

When this happens, the student’s previous improvement target and previous year score are retained and the calculation continues as if the student never exited EL status. For example, in 2015-2016, a student was assigned an improvement target of 1-point based on his initial score and grade level. The student scored 16 points (all 4’s) across the four domains in 2018-2019 and exited English Learner status at the end of that year. The district determined the student needed additional services to ensure that language was not a barrier to learning, so they re-identified him as an EL at the beginning of the 2019-20 school year. In 2019-2020, the student either is expected to again exit English Learner status by earning all 4’s or 5’s on the domains, or to increase his total score to 17 points to meet his improvement target of one point.

**Earning Points for the AMO**

Just like the ELA, math and graduation AMOs, there are three ways a school or district can earn points for this piece of the Gap Closing component.

1. If the subgroup’s current year improvement percentage is greater than or equal to the current year’s AMO (57% for 2020), then 100 points are assigned.

2. If the subgroup fails to meet the AMO, but shows at least a 10 percent improvement between the prior year and current year, then the full 100 points as assigned.

3. If a subgroup fails to meet the AMO, but did increase the percentage of students showing progress in learning English and the amount of improvement is smaller than 10 percent, then partial points between 0 and 100 are assigned.

4. No points are assigned if the gap grows and the AMO is not met.

When a school or district doesn’t meet the AMO target (57% for 2020), the following calculation is used to determine if points are awarded and if so, how many.

**Example A: School/District Calculation**

<table>
<thead>
<tr>
<th>N-Size for Inclusion</th>
<th>2019-20</th>
<th>2018-19</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Accountable ELs</td>
<td>15</td>
<td>20</td>
<td>---</td>
</tr>
<tr>
<td>Number of Students Who Met Improvement Target (or Achieved Proficiency)</td>
<td>39</td>
<td>40</td>
<td>---</td>
</tr>
<tr>
<td>EL Progress Percent</td>
<td>53.8%</td>
<td>52.5%</td>
<td>1.3 points</td>
</tr>
<tr>
<td>Interim Target</td>
<td>57%</td>
<td>---</td>
<td>--</td>
</tr>
<tr>
<td>Current Year Target Was Met/Not Met</td>
<td>Not Met</td>
<td>---</td>
<td>--</td>
</tr>
<tr>
<td>2026 AMO Goal</td>
<td>75%</td>
<td>---</td>
<td>--</td>
</tr>
<tr>
<td>Gap</td>
<td>21.2 points</td>
<td>---</td>
<td>--</td>
</tr>
<tr>
<td>Percent of Improvement</td>
<td></td>
<td></td>
<td>6.1321%</td>
</tr>
<tr>
<td>Points Awarded for AMO Calculation</td>
<td>61.321 Points</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
The green cells show the data used in the calculation. In the example above, the entity increased the percent of students who made progress learning English by 1.3 percentage points between 2019 and 2020 (52.5% to 53.8%). The gap between the 2026 goal and the 2020 actual progress percent is 21.2 percentage points (75%-53.8%).

The Percent of Improvement is calculated by taking the amount of improvement divided by the gap \( \frac{1.3}{21.2} = 6.1321\% \). The points are awarded by turning the percentage into a number and sliding the decimal one place to the right (6.1321 → 61.321 points).

In the example above, the school or district did not meet the interim target for improvement (57%) nor did it close its gap by 10% or more, so it did not earn the full 100 points for the report card. However, it did close its gap by 6.1321% so it earns 61.321 points towards the Gap Closing component through the partial points calculation.

**Example B: School/District Calculation**

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2018-19</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-Size for Inclusion</td>
<td>15</td>
<td>20</td>
<td>---</td>
</tr>
<tr>
<td>Number of Accountable ELs</td>
<td>39</td>
<td>40</td>
<td>---</td>
</tr>
<tr>
<td>Number of Students Who Met Improvement Target (or Achieved Proficiency)</td>
<td>22</td>
<td>21</td>
<td>---</td>
</tr>
<tr>
<td>EL Progress Percent</td>
<td>56.4%</td>
<td>52.5%</td>
<td>3.9 points</td>
</tr>
<tr>
<td>Interim Target</td>
<td>57%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Current Year Target Was Met/Not Met</td>
<td>Not Met</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2026 AMO Goal</td>
<td>75%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Gap</td>
<td>18.6 points</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Percent of Improvement</td>
<td>20.9677%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Awarded for AMO Calculation</td>
<td>100 Points</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

In this example, the school/district improved by 3.9 points (52.5% to 56.4%). It still did not meet the interim target of 57% and it had a gap of 18.6 points (75%-56.4). When we divide the Progress Percent (3.9) by the Gap (18.6), we find this school/district improved by 20.9677% from the prior year to the current year. Any improvement equal to 10% or greater earns the school the full 100 points – as if it met the interim target.

**Note:** Values in the examples above were rounded to three decimal places for simplicity. In actual calculations, the Department will use unrounded values for intermediate calculations to generate a final point value that will be rounded to the nearest tenth of a point.

**First Year School/District**

A school is unable to ‘show improvement’ when it’s in its first year of operation because it had no prior year data from which to calculate whether it improved. Similarly, a school or district only is evaluated for EL Progress if it has enough accountable English learners in the current year to meet the minimum “N” size (20 for the 2018-19 school year and 15 for 2019-20 and beyond). If a school did not have enough English learners to be evaluated in the prior year, any data from that year cannot be used to help the school earn points through improvement in the current year.

In other words, if a school had a subgroup of 10 students in 2019, it would not have been evaluated for EL Progress in that year. If the subgroup increases in size to 15 in 2020, the data from the 10 in 2019 CANNOT be used to award points based on improvement because those data were not ‘used’ in 2019 for the purpose of awarding points in the 2019 calculation. A “first year” school, whether it’s newly opened or just in the first year of having enough EL students to be evaluated, can only earn 0 or 100 points based on whether it meets the AMO interim target or not. This same rule applies for the other three pieces of
the AMO calculation (ELA, math and graduation).

**Final Rules**

Once the points are awarded, they are averaged by AMO to get a sub-component score. Once each sub-component score is calculated, the four numbers are averaged to determine the Preliminary Letter Grade.