



ENGLISH LEARNER PROGRAM

PURPOSE:

The purpose of our EL (English Learner) Program is to provide high-quality support to our ELs (English Learners) in their efforts to attain English language proficiency so that they may be successful academically and socially, and be able to participate effectively in U.S. society.

The EL program facilitates learning in all five skills areas: reading, writing, speaking, listening and cultural enrichment. EL students are provided support to ensure that they meet grade promotion and graduation standards while following state and federal guidelines.

ASSESSMENT:

Per Ohio Department of Education regulations, all students are assessed using the online screening tool. Students are assessed in English to test their English language proficiency in all four domains: listening, speaking, reading and writing as well as comprehension. If students score less than Proficient in all areas they are designated as EL or if they score proficient they are Not EL. EL Status and designation is recorded in EMIS and services are identified. In the late winter/spring of each year, all EL students, as required by Ohio law, participate in the OELPA (Ohio English Language Proficiency Assessment). This test measures a student's skills in the four key domains: listening, speaking, reading and writing. Overall performance levels are noted as Proficient, Progressing or Emerging.

IDENTIFICATION OF ENGLISH LEARNERS:

Various terms have been used in the identification of Speakers of Languages Other Than English: LEP (Limited English Proficiency), ESL student (English as a Second Language), ELL (English Language Learner), EL (English Learner), and, for teachers: TESOL (Teachers of English to Speakers of Other Languages). The current term is either EL or ELL.

Under current federal guidelines, all parents/guardians registering a child for public school attendance must complete the Home Language Usage Survey (HLUS). The HLUS is only used to help offer appropriate education services, not for determining legal status or for immigration purposes. If a language other than English is listed as a response to a question on the HLUS, the incoming student is referred to a district TESOL teacher for further assessment/identification. Students between the ages of three and twenty-one are eligible for this assessment.

If a yes response is given on the HLUS for a student, the state of Ohio requires that student to be formally assessed using the Screener Tool to determine his/her English language proficiency level

The district completes the identification process and notifies parents or guardians of the student's identification as an EL within 30 days of the student's initial enrollment in school, or within two weeks if an EL is newly enrolled during the school year.



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If the test results indicate that the student's English proficiency level in reading, writing, listening, or speaking would impede his/her academic success in an English-speaking classroom, that student is considered an EL and eligible to receive the supports and accommodations provided by the district's EL program.

Parents of qualified students are notified in writing that their child is eligible for EL services and supports. Parents may refuse any of the services; however, the student will still participate in the annual Ohio English Language Proficiency Assessment (OELPA) given each spring to all designated ELs. An EL must attain the Ohio exit criteria in order to be reclassified as Not EL. Until such time, an EL will continue to be eligible for appropriate supports and accommodations provided by the district.

PARENT NOTIFICATION:

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school) schools must notify parents of English Learners who are participating in the program:

- Reason for identification of EL status
- Child's level of English language proficiency, how the level was assessed and the status of their academic achievement
- Methods of instruction used in the program and how the program will meet their needs
- Parents have the right to remove the child from the program or decline enrollment in the program
- Parents will be notified of all assessment results

PARENT COMMUNICATION AND ENGAGEMENT:

The district's Program uses various formats to communicate with our EL parents. We send notification letters for initially qualifying EL students, annual permission- to-service requests, as well as annual OELPA results and reclassification letters to parents. Each letter is signed by the TESOL teacher providing service to that child. The letters include the teacher's school email address and office phone number with encouragement to the parents to contact the teacher with any concerns or questions.

In addition to these formal notifications, our teachers often send home written notes with the EL students, clarifying information about upcoming events at the schools. Our teachers also communicate via email with parents who have requested this format. All school events and parent/family engagement activities are open to ELL students and families. Materials can be translated to native language as needed.

With our team approach, our TESOL teachers meet parents face-to-face in Open House events at our schools, participate in face-to-face parent-teacher conferences, and attend team meetings when



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parents are present. If parents prefer/require an interpreter at conferences or meetings, the district will provide an interpreter from a local translation agency.

Our program encourages EL parents to contact their designated TESOL teacher for assistance they may need. We look forward to building relationships with our EL parents.

SERVICES AND RESOURCES:

The Willoughby-Eastlake City School District English Learner Program provides services and resources based on the individual student's needs, strengths, and challenges. We use a team approach regarding educational decisions for each of our EL students; each team includes the TESOL teacher, the teacher of record (the classroom teacher), and an administrator (principal or assistant principal). For some students, the team will also include an intervention specialist, or a guidance counselor or other support staff (a Title 1 teacher, a family liaison, a speech/language pathologist, etc.).

For instruction, the TESOL teachers work closely with the classroom teachers to support our ELs success with the core curriculum in all subject areas. We use both push-in (the TESOL teacher comes into the classroom to provide service) and pull-out (ELs meet with the TESOL teacher outside of the classroom) approaches in instruction for our students. In each of these approaches, students may be instructed in small group settings or individually. Co-teach is also an option under the push-in model. In addition to these services, the district EL program offers access to the Rosetta Stone software to those individual students that would benefit from an electronic resource.

The TESOL teacher, in conjunction with the individual student's team, decides on the type and duration of instruction for each student for an academic year. Students meet with a TESOL teacher from one to four times a week, thirty to forty-five minutes per session, depending on the student's need.

Students are provided access to the core curriculum materials used with all students so they can meet grade level standards. They also are afforded access to Rosetta Stone software, leveled literature to meet their needs, and online practice and assessment materials. TESOL teachers utilize grade level materials whenever possible and appropriate, and make adjustments as needed based on the individual needs of the students.

EL students have an equal opportunity to participate in Title I, Special Education or Gifted Services programs and support if identified for those services. In addition, EL students have equal opportunity to participate in all programs, activities, extracurricular and special events provided by the school district.



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STAFFING:

All teachers in the Willoughby-Eastlake City School District English Learner Program are certified teachers with either Ohio ODE TESOL endorsements or Master's degrees in TESOL from accredited universities.

TESOL teachers are responsible for:

- 1) Testing: Conduct the initial screening process and the administration of the OELPA.
- 2) Instruction: Establish the type and duration of instruction and provide direct instruction to the student.
- 3) Consultation: Provide strategies and support teachers of record and other staff that interact with our ELs, providing professional development to district staff as needed, and analyzing the results of the OELPA in order to reclassify students as well as to help inform instruction for both the TESOL teacher and other teachers of the EL.
- 4) Parent communication: Notify family of the initial screening results and the subsequent support recommendations, the OELPA results and the subsequent reclassification (the student continues in the EL program or has been exited from the program), and information regarding student progress and parent-teacher conferences.

ENGLISH LANGUAGE LEARNERS WITH DISABILITIES:

The proper identification of limited English proficient students or English language learners with disabilities requires that school leaders ensure all students' access to culturally and linguistically appropriate instruction that develops English language proficiency needed for academic achievement in school. If an EL student is suspected of having a disability, the district will follow the special education evaluation process.

MONITORING AND EXITING ENGLISH LANGUAGE LEARNERS FROM THE PROGRAM:

MONITORING:

The progress our students make in acquiring academic English is monitored through state-mandated assessments, district vendor assessments, and classroom assessments. Student progress is also monitored through intensive collaboration with team members. All of these assessments and collaborations provide data to support and enhance instruction for our students, in the classroom, with the TESOL teacher, and in the building.



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In compliance with federal law, monitoring of a student continues an additional four years after the student has exited the ELL Program. Should the student not be progressing academically as expected and monitoring suggests a language need, the student may be re-evaluated as a possible EL. If the student qualifies and the parents agree to reentry, the district's EL program would again provide services and accommodations appropriate to an EL student. The EL teacher may gather feedback from the classroom teachers via the Monitoring Form and provide services as deemed appropriate and necessary following conversation with the teacher, student and parent.

EL students in Willoughby-Eastlake are monitored for their acquisition of grade-level skills and English language skills. TESOL teachers measured student progress at appropriate benchmarks to ensure adequate progress toward their goals. EL students participate in the annual OELPA assessments and the test results are shared with appropriate staff members in order to help inform their instruction.

The length of time an EL student receives services varies depending upon their level of proficiency. The amount of support provided will depend on his/her progress with the English language. Most EL students start out with an increased level of support with gradual release to minimal support. When students are proficient in all domains as determined by the state assessment, the student is exited from the program.

EXITING:

The state of Ohio has set the exit and reclassification criteria for ELL students in all Ohio districts. In Ohio, an EL student in grades K-12 must attain an overall performance level of Proficient on the annually administered OELPA (Ohio English Language Proficiency Assessment) before that student is exited from any EL program.

The OELPA (administered each year in February) is based on the Ohio English Language Proficiency Standards which set the criteria for five proficiency levels across four domains for each grade level K-12. The five Proficiency levels are numbered 1-5, with 5 corresponding to full proficiency. A student's OELPA test results are reported as a proficiency level in each domain (listening, reading, writing and speaking) and as an overall performance level.

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

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

The 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



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reclassified (no longer identified as an EL) when the student receives an overall performance level of Proficient. Until a student receives an overall performance level of Proficient, the student continues to remain an EL with all EL accommodations and services available.

EVALUATING THE DISTRICT'S PROGRAM:

We continually evaluate the effectiveness of our program by using data about our students from OELPA and other state-mandated assessments as well as reviewing our policies regarding:

- the identification/screening process
- the student assessment process, including the annual OELPA assessment
- providing services to all EL students in ways that avoid the unnecessary segregation of LL students
- providing qualified staff and resources
- equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular
- following appropriate criteria for exiting students from EL program services
- the implementation of monitoring practices for current EL students, including opt-out ELs, and former EL students who have transitioned from EL program services

We review the Annual Measurable Objectives and GAP analysis data at the conclusion of each year.

SUPPORTS FOR CLASSROOM TEACHERS AND ADMINISTRATORS:

The TESOL teachers serve as an excellent resource for all staff members and administrators as they seek to provide appropriate services for EL students.

Administrators ensure that supports are in place for EL students through their TESOL teacher as well as their classroom teachers and support staff. Professional development has been provided to provide tips and strategies for regular education teachers to help support their EL learners.

Edutopia

<https://www.edutopia.org/article/resources-for-teaching-english-language-learners-ashley-cronin>

Colorin Colorado

<http://www.colorincolorado.org/ell-basics>



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National Clearinghouse for Language Acquisition & Language Instruction Educational Programs

<https://ncela.ed.gov/>

Lau Resource Center

<https://education.ohio.gov/Topics/Student-Supports/English-Learners/Lau-Resource-Center>