Struthers City Schools

Policy and Plan for the Identification and Service of Children who are English Learners

Overview

The Struthers City School District serves approximately between 20-30 English Learners through tutoring services, computer-based instruction and differentiated classroom instruction. Support is provided through collaboration between general education teachers and a Teaching English to Speaker of Other Languages teacher to support English language learning. Struthers City Schools is a member of the Title III Consortium of the Educational Service Center of Eastern Ohio, and collaborates with that entity to provide professional development to teachers.

Board Policy

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are English Learners (EL), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

Procedures for Identifying and Serving English Learner Students

1. A Home Language Survey is completed as a part of the registration packet for each student. The registrar/EMIS Secretary will review all Home Language Surveys and will send any Survey with languages other than English to the TESOL teacher and EL Program Administration. Secretaries at each building are trained to review Home Language Surveys, as well. When children are scheduled into classes, all teachers, guidance and administration staff should should be made aware that the child is a multilingual learner.

2. Records must be requested by the School's main office that include OELPS or OELPA test scores from past districts of attendance within the state of Ohio. These records can be requested with general education records and if they are not obtained, Pupil Services can follow up to discover past scores.

3. If there are no past test scores available or the Home Language Survey indicates a language other than English is spoken at home that student is assessed in his/her ability to read, write, speak, listen and comprehend in English, through an assessment called the Ohio English Learner Proficiency Screener (OELPA.) Parent permission is not necessary to administer these assessments.

4. The student will be administered the OELPS by a trained staff member, which is scored on a scale of one to five. If a student scores a four or five in all areas (speaking, writing, reading or listening,) he or she is not considered an English Learner. If a student scores a one, two or three in any one or more of the four areas, he or she is considered an English Learner. Composite Scores of 1 and 2 designate an English Learner. A composite score of a three is proficient, and the student is no longer considered an English Learner.

5. These scores will be entered into a English Learner Plan on the computer based records system used by the district. (Samegoal) General Education Teachers do have access to this document to learn of a student's proficiency in English, and all teachers on a student's schedule will be notified to refer to this document.

6. If a student is identified as an English Learner, the school communicates with parents that child is able to receive English Language services, and parents can give permission for these services to be provided. The district determines and communicates how services will be delivered, through collaboration between the an EL tutor and the student's teachers.
PARENTS: Communications regarding eligibility and services will be sent to the email address that is on file with the school. Letters will come from the address: NoReply@samegoal.com.

7. Schools determine if students who are EL are eligible for accommodations on statewide achievement tests, according to state law.

8. Schools annually administer a statewide test of English Learners, the Ohio English Language Proficiency Assessment OELPA to measure annual progress. Students exit this program at Proficiency on the OELPA, and progress is monitored for two years, through grades and OST test scores.

English Proficiency Levels of EL Students as reported on the OELPA

The performance levels for each of the four domain tests (reading, writing, speaking, listening) have a range of 1-5:
Level 1 – Beginning
Level 2 – Early Intermediate
Level 3 – Intermediate

Level 4 – Early Advanced
Level 5 – Advanced

There are three overall proficiency levels: Proficient, Progressing, and Emerging.
Each English learner must take the OELPA annually until they obtain an overall proficiency level of Proficient and exit the English language development program. The overall composite proficiency level definitions are as follows:
3-Proficient - student scored any combination of level 4s and 5s on the non-exempted domain tests.
2-Progressing - student scored a combination of levels that did not allow the student to be considered Proficient or Emerging.
1-Emerging - student scored any combination of level 1s and 2s on the non-exempt domain tests.

Struthers City School General Education Teachers should access the Achievement Level Descriptors in order to learn what reasonable expectations for English Learners would be in each area and level of achievement, at particular student's grade level. Expectations for classwork and grading should be adapted to a students' current English proficiency level.

Ohio English Learner Achievement Level Descriptors

Services that are provided by a Teaching English as a Second Language Teacher
Based upon test scores, the TESOL Teacher meets student needs through weekly tutoring sessions, and collaboration with general education teachers to use technology and dual language delivery of instruction to make progress in English Acquisition, as well as in progress in each grade levels' curriculum.

Building	Emerging Level Minutes/Week	Progressing Minutes/Week	All Levels90
SES	120	30	Summer school
SMS	120	60	Summer School
SHS	120	60	Summer School

Grading and Access to Grade Level Content

Grades will be adjusted and adapted for students in grades 5-12 who are concurrently acquiring English proficiency and content area knowledge. In areas of communication where the child scores in the range of 1-3, a grading rubric may be applied to the learning situation, so that a child is not discriminated against due to lack of English proficiency. Teachers must use due diligence in balancing English language acquisition and progress in content knowledge.

Teachers will make instructional decisions on using technology to present information in a child's language or origin. Assignments should be made available in an electronic format as often as possible to allow for translation between English and another language.

Content Grading Rubric for English Learners who score in the range of 1-3 in Speaking, Listening, Reading and Writing on the OELPS or OELPA

Struthers City Schools Grades 5-12

	5	4	3	2	1	0
Effort	Student completes 100% of all modified or adapted assignments	Student completes 90-99% of all modified or adapted assignments.	Student completes 80-89% of all modified or adapted assignments.	Student completes 70-79% of all modified or adapted assignments.	Student completes less than 60-69% of all modified or adapted assignments.	Student completes less than 60% of all modified or adapted assignments.
Meaningful Participation	Student is attentive and engaged in learning as much as his/her language proficiency allows 100% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 90-99% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 80-89% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 70-79% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows 60-69% of the time.	Student is attentive and engaged in learning as much as his/her language proficiency allows less than 60% of the time.
Initiative	Student takes initiative for his/her own learning 100% of the time.	Student takes initiative for his/her own learning 90-99% of the time.	Student takes initiative for his/her own learning 80-89% of the time.	Student takes initiative for his/her own learning 70-79% of the time.	Student takes initiative for his/her own learning 60-69% of the time.	Student takes initiative for his/her own learning less than 60% of the time.
Attendance	Student is in attendance 100% of the time.	Student is in attendance 90-99% of the time.	Student is in attendance 80-89% of the time.	Student is in attendance 70-79% of the time.	Student is in attendance 60-69% of the time.	Student is in attendance less than 60% of the time.
Behavior and Compliance	Student adheres to classroom guidelines and expectations 100% of the time.	Student adheres to classroom guidelines and expectations 90-99% of the time.	Student adheres to classroom guidelines and expectations 80-89% of the time.	Student adheres to classroom guidelines and expectations 70-79% of the time.	Student adheres to classroom guidelines and expectations 60-69% of the time.	Student adheres to classroom guidelines and expectations less than 60% of the time.

Definitions and Explanations of Content Grading Rubric Terms:

Effort: attempt on student's part to complete the work assigned ***NOTE: The student's work load at this level of English proficiency should be modified and or/reduced in accordance with the student's Language Development Plan. See EL teacher for assistance.***

Meaningful Participation: Student stays focused and on task, asks questions (as language proficiency allows), makes attempts to participate in group activities, etc.

Initiative: Student takes a proactive role in his/her own learning. (i.e.: looking up words in a dictionary, attempting to translate material for comprehension, asking for additional help or information as language proficiency allows, works with peers to facilitate learning, etc.)

Attendance: If a student is being pulled out of class for additional language support, this should not affect their attendance rating.

Behavior and Compliance: Follows rules and guidelines. *NOTE: Cultural differences may cause some students to exhibit classroom behaviors commonly mistaken as disobedience (not raising a hand to speak, not making eye contact, interrupting others). If in doubt, please check with the EL teacher.*

Rubric Score to Percentage Chart

5	4	3	2	1	0
100%	90%	80%	70%	60%	50%

How to calculate grade:

1. Convert each rubric number to a percentage score using the chart above.

2. Find the average of the percentages.

3. Use Sample grading scale to convert the percent average into a letter grade.

Criteria for Exiting English Learner Program

Students who receive an overall proficiency level of Proficient exit the English Learner development program. The Proficient level is defined as any combination of 4s and 5s across all tested domains. Exempt domains are not considered when determining overall proficiency level. Untested and invalidated domains are considered 1s, so students who did not attempt one or more domain tests in the absence of a valid exemption or had one or more domain tests invalidated, cannot achieve an overall proficiency level of Proficient

Monitoring the success of the English Learner Program

The English Learner Program is monitored by calculating the progress of students per year, through goals set by ODE, based on the scores earned by kids in the past several years. These targets will adjust year by year and will be communicated to teachers across the district on a yearly basis.