

ELL

English Language Learners Program

2013-14



contents

2

Board Policy about English Language Learner Programming.

3

Procedures for the identification of students who are eligible for services.

4

Proficiency level range of English Language Learners.

5

Contact information and directions for initiating the screening process.

6

Home Language Survey.

Ohio ELL Overview

In Ohio, more than 39,800 limited English proficient (LEP) students/English Language Learners (ELL) were enrolled in the state's elementary and secondary public schools during the 2010-2011 school year. The terms "limited English proficient" and "English Language Learners" refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program. The number of ELLs reported in Ohio for school year 2010-2011 represents an increase of 38 percent over the number reported five years previously and an increase of 199 percent over the number reported 10 years ago.

Board Policy



ELL English Language Learner Program

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who have limited English proficiency are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to limited English proficient students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parental involvement is encouraged and parents are regularly apprised of their child's progress.

Procedures for Identifying ELL Students

1. A Home Language Survey is completed by ALL new students enrolling in each school district.
2. If 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 within the first two weeks of enrollment. (LAS Links)
3. The students who score proficient in all five domains are NOT considered an English Language Learner (ELL). The students who are NOT proficient in ALL five domains are considered ELL.
4. If a student is identified as ELL, the school determines which kind of language program/services will address the student's English language and academic needs. The program/services designed and implemented is/are based on scientific research.
5. The school must, within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of English Language Learner (ELL) students participating in ELL programs.
6. Schools determine if ELLs are eligible for additional accommodations on statewide achievement tests, according to state law.
7. Schools annually re-assess the English language proficiency of ELL students using the state OTELA assessment.
8. Data is recorded in EMIS.

ELL English Language Learner Program

ENGLISH LANGUAGE MODES TO BE ASSESSED

READING

WRITING

SPEAKING

LISTENING

English Proficiency Levels of LEP Students

Students learning a new language proceed through different stages or levels of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

Pre-functional: Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. They rely on nonverbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. In conversations, they may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Beginning: As LEP students' oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Intermediate: At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all of their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Advanced: At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Proficient/Trial-mainstream: At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

ELL ENGLISH LANGUAGE LEARNER PROGRAM

Identification Procedures & Contact Information

If you believe that your student might qualify for the district's English Language Learner Program, please complete the Home Language Survey, included as page 6 of this packet and return it to the address below. We will promptly respond and possibly administer an assessment to determine whether or not your student is eligible for services. The district employs a range of services including but not limited to:

SMALL GROUP & INDIVIDUAL TUTORING

ONLINE ENGLISH AS A SECOND LANGUAGE INSTRUCTION

We look forward to serving our English Language Learner students and their families as we aggressively pursue mastery of the standards in all learners in the Youngstown Community School. If there is anything we can do to be of assistance, or if there are questions you believe we might be able to answer, please do not hesitate to contact us.

Home Language Survey

Date: _____

School District: _____

Name of Student: _____
Family Name/First Name/Middle Initial

Date of Birth: _____ Place of Birth: _____
Month/Day/ Year City/State/Country

Name of Parent/Guardian: _____
Family Name/First Name

Home Address: _____

City: _____ State: _____ ZIP Code: _____

Home Phone: _____ Work Phone: _____

For Parents/Guardians:

Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?

2. What language does your son or daughter use most frequently at home?

3. What language do you use most frequently to your son or daughter?

4. What language do the adults at home most often speak?

5. How long has your son or daughter attended school in the United States?

For School District Personnel:

If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS Student Data Element (GI270), and proceed to assess the student's English language proficiency.