

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. **Entrance and Exit Procedures** (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Ohio is committed to establishing and implementing standardized, statewide entrance and exit procedures for students who may be English learners (ELs). The home language survey, English language screener and summative English language proficiency assessment tools are components of the common policies used to identify, assess and reclassify ELs.

Common Policies: Ohio's laws, rules and guidance prescribe a set of common policies for the identification and assessment of ELs. The Department works with stakeholders across the state to increase the reliability and consistent use of these policies and to support improved communications with parents and guardians, as well as the validity and reliability of the assessment tools.

The state's EL program entry and exit policies are outlined below.

Entrance and Identification of ELs: Ohio has a two-step process of ensuring proper identification of ELs and assessing each student's status within 30 days of enrollment at the beginning of the school year:

- **Home Language Survey:** The Home Language Survey is specified as the primary tool used to identify language backgrounds other than English of all students. It is required to be administered to students within 30 days of school enrollment. Results of the survey are reported to the Department to indicate students who may potentially need English language accommodations and supports to access the school curriculum.
- **English Language Screener:** The screener is specified as the primary tool for measuring English language proficiency in reading, writing, listening and speaking of students identified with language backgrounds other than English. In the 2018-2019 school year, Ohio will implement a new, state-developed EL screener that is available in online and paper formats. The screener was piloted in spring 2017. Training and pre-implementation will take place throughout the 2017-2018 academic year. The Department will assume the costs for the development and administration of the state screener in support of statewide standardization-

Exit and Reclassification Procedures: Ohio uses the Ohio English Language Proficiency Assessment (OELPA) to determine the extent to which an EL has acquired the necessary English language skills to facilitate learning. The OELPA is administered in the following grade bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8 and grades 9-12. Each OELPA grade band includes tests on four domains: listening, reading, writing and speaking. Each OELPA domain has five domain score levels, 1-5. The scores on each of the four domains are used to determine the overall performance level. An EL is reclassified, or exited, when the student has attained a performance level of "Proficient" as defined for the learner's respective grade level. A score of "Proficient" is defined as scoring any combination of 4's and 5's across all four test domains of reading, writing, listening and speaking. ELs who achieve proficiency are classified as

43 former English learners whose academic progress continues to be monitored. Former ELs will be included in
44 the Title I reporting and accountability for four years after their reclassification from EL.

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46 The English language proficiency screener and Ohio English Language Proficiency Assessment are aligned
47 with the state's English language proficiency standards adopted in 2014.

48 **2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA**
49 **will assist eligible entities in meeting:**

- 50 **i. The State-designed long-term goals established under ESEA section**
51 **1111(c)(4)(A)(ii), including measurements of interim progress towards meeting**
52 **such goals, based on the State's English language proficiency assessments under**
53 **ESEA section 1111(b)(2)(G); and**
- 54 **ii. The challenging State academic standards.**
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56 The state assists eligible entities in meeting the state's long-term goals for English language proficiency and
57 the state's challenging academic standards through the following strategies:

58 **SEA Activities and Technical Assistance:** Dedicated state staff members are responsible for supporting
59 Ohio districts in meeting ELs' needs with the goals of developing English language proficiency and
60 achieving success on the state's academic standards. The activities performed by state staff include:

- 61 • **Lau Resource Center for English Learners:** The state operates the Lau Resource Center to ensure
62 equal access to standards and school success for ELs in the state of Ohio. The Department provides
63 an array of technical assistance and professional development resources to educators in districts
64 throughout the state regarding ELs through the Lau Resource Center.
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66 • **English Learner Advisory Committee:** The state convenes the English Learner Advisory
67 Committee to review federal and state policies and programs that provide services and supports to
68 Ohio's growing EL population. This committee also provides feedback to the Lau Resource Center
69 and other Department staff on best practices, resources and other recommendations to further the
70 shared goal of improving educational programs for ELs. The group is comprised of EL practitioners
71 of diverse backgrounds and representatives from institutions of higher education, as well as other
72 educational agencies across the state and EL parents. The advisory group meets at least twice a year
73 to share information, advise and provide feedback regarding the educational services provided to
74 ELs throughout the state.
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76 • **Program integration:** The state ensures coordination with other education program offices to
77 ensure programming for EL students is integrated. This includes integration with the Office for
78 Professional Standards, programs for low-income students, migrant students, homeless students and
79 students with disabilities. In this latter category, the state ensures EL students' needs are considered
80 in the State Personnel Development Grant (SPDG) funded by the U.S. Department of Education,
81 Office for Special Education Programs. The state also supports cross-training with the Language
82 Essentials for Teachers of Reading and Spelling (LETRS) literacy initiative.
- 83
84 • **Collaboration with essential partners:** The state will continue strong collaboration with a range of
85 state and national resources including Ohio Teachers of English to Speakers of Other Languages
86 (Ohio TESOL), the Center for Applied Linguistics, the Great Lakes Comprehensive Center, the
87 Midwest Regional Education Laboratory, Ohio institutions of higher education that provide TESOL

88 licensure and endorsement, and the Ohio Commission on Hispanic/Latino Affairs.

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- 90 • **Technical assistance and resources:** The state provides support and resources for teacher trainers to
- 91 promote the implementation of sheltered instruction strategies, such as using the Sheltered
- 92 Instruction Observation Protocol across the curriculum in general education classrooms. The state
- 93 also promotes regional professional development and inquiry-based learning through the state's
- 94 system of educational service centers as well as at various conferences and gatherings, including the
- 95 annual Ohio TESOL Conference, which convenes more than 800 EL professionals from across Ohio.
- 96 The state also supports Title III consortia of districts and the provision of training and instructional
- 97 coaching through institutions of higher education for such consortia.
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99 **District Planning:** Districts are required, as part of their Comprehensive Continuous Improvement Plans
100 (CCIP), to identify how they will use grant resources to better meet the needs of EL students including
101 evidenced-based instruction that provides appropriate linguistic supports. Additionally, districts will include
102 strategies to address the needs of EL students as part of their participation in the Ohio Improvement Process
103 (OIP) needs analysis and plan development.

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105 **3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:**

- 106 **i. How the SEA will monitor the progress of each eligible entity receiving a Title III,**
- 107 **Part A subgrant in helping English learners achieve English proficiency; and**
- 108 **ii. The steps the SEA will take to further assist eligible entities if the strategies**
- 109 **funded under Title III, Part A are not effective, such as providing technical**
- 110 **assistance and modifying such strategies.**
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112 Ohio collects and reports data on the progress of EL as part of the state's accountability system. These data
113 are used to monitor subrecipient progress relative to outcomes for ELs. This is part of Ohio's robust
114 subrecipient monitoring approach for all districts and community schools receiving ESEA resources. Any
115 subrecipient of Title III funds must annually complete a self-assessment to ensure all programmatic and
116 fiscal requirements are met. Additionally, all leads of Title III consortia must complete the self-assessment.
117 Subrecipients are selected for intensive monitoring (either a desk or on-site visit) using a risk assessment,
118 which includes academic performance as a key component.

119 If funded strategies are not effective, assigned state monitoring staff will work with districts to make
120 modifications to their Comprehensive Continuous Improvement Plans (CCIP) and Ohio Improvement Plans
121 (OIP) in the interest of continuous improvement. Districts identified as not making sufficient progress will
122 develop and implement an improvement plan specifically for ELs. The state continually provides resources
123 and technical assistance (listed above) designed to meet the needs of EL students, including evidenced-based
124 instruction that provides appropriate linguistic supports and ensuring meaningful communication with
125 parents and guardians.

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