

Identifying Students with Interrupted/Inconsistent Formal Education (SIFE)

Applying the common definition supports district and school administrators in identifying English Learners who qualify for targeted support due to their prior education experience.

An individual, school or district-based team can complete the following checklist to support the determination that a specific student meets the criteria for a student with interrupted/inconsistent formal education (SIFE).

Student Name:

Staff Completing this Form:

- ☐ Student has been classified as an English Learner and parent or guardian has been notified within 30 days of their enrollment, in accordance with the Ohio Department of Education and Workforce guidelines.
- ☐ The student's experience is consistent with SIFE criteria (below) based on questions 5-7 of Appendix A-the Language Usage Survey, Appendix B-Supplemental Questions, interview with student and/or family members (with the assistance of an interpreter if appropriate) and examination of the student's records.
 - ☐ The student is an English Learner, typically, at the "emerging" level as measured by the Ohio English Language Proficiency Screener (OELPS) or the Ohio English Language Proficiency Assessment (OELPA)/Alternate Ohio English Language Proficiency Assessment (Alt-OELPA), **and**
 - ☐ The student has missed at least two years of consistent instruction, **and/or**
 - ☐ The student performs at least **two** grades below grade-level peers in math and/or reading as assessed by school staff.

☐ Does the student meet the criteria for the SIFE designation? (Select Yes or No.)

☐ Yes

☐ No

In the space provided, document the process used to make the determination of the student's status (e.g., report card review, parent interview).

The Cincinnati Public Schools, Department of Student Services, developed their own process for applying the common definition that can be adapted. The process consists of two parts:

- 1) An interview with parents/caregivers and/or the student assisted by an interpreter.

Note, Appendix B-Supplemental Questions of the Language Usage Survey can also be adapted to support the student/family interview. Learn more about the Language Usage Survey on the Ohio Department of Education and Workforce's Identifying English Learners page.

- 2) A formal process consisting of four questions (see table below) used to determine if a student meets the qualifications to be designated as a SIFE student.

Process for Determining Status

Adapted from Cincinnati Public Schools

Answer the following questions, in order, to determine whether an English Learner, in their first year of United States schooling, is a student with interrupted/inconsistent formal education (SIFE).

1. Does the student come from a home in which a language other than English is spoken? (Select Yes or No.)
 - ☐ Yes — Continue
 - ☐ No — Discontinue — Student is not SIFE.
2. Is the student in third grade or age 9 or above? (Select Yes or No.)
 - ☐ Yes — Continue
 - ☐ No — Discontinue — Student is not SIFE.
3. Did the student miss two or more years of schooling in their home country or in the country where they resided? (Select Yes or No.)
 - ☐ Yes — Continue
 - ☐ No — Discontinue — Student is not SIFE.
4. Is the student's academic achievement two or more years below expected grade level in reading and/or mathematics? (Select Yes, No, or Unsure.)
 - ☐ Yes — Student qualifies for designation as SIFE.
 - ☐ No — Discontinue-Student is not SIFE.
 - ☐ Unsure — Answer is unclear or impossible to determine.

These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.