

Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners

Overview of School District Requirements in Serving Limited English Proficient (LEP) Students/English Language Learners (ELL)

In its publication *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992), the U.S. Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to language minority students. The following is a summary of the guidelines.

First, school districts must identify all students whose primary or home language is other than English (PHLOTE). The district then needs to assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to participate effectively in the district's instructional program.

After a school district has identified LEP students who need assistance, it must determine what kind of special language service program is to be provided and it must implement the program. Ohio does not prescribe a specific type of intervention program. Thus, school districts have the flexibility to decide on the educational approach that best meets the needs of their LEP/ELL students. Programs must be based on sound theory and best practice. In other words, programs must likely be effective in meeting the educational needs of language minority students. Whatever program is selected, it must provide effective instruction that leads to academic achievement and timely acquisition of proficiency in English. Guidelines and further information about programmatic options for LEP/ELL students are available through the Lau Resource Center of the Ohio Department of Education (see Contact Information at the end of this document).

In implementing their programs, school districts must ensure that staff members are properly trained and that appropriate curricular materials are used. Classroom facilities should be comparable to those used by other students. In addition, school districts have the responsibility to notify national origin minority group parents of school activities which are called to the attention of other parents. Such a notice, to be effective, may need to be in a language other than English.

Once a school district implements a special language program for its LEP students, it must monitor student progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

Focus of this Document

The focus of this document is the initial identification of students whose home/native language is not English and the subsequent assessment of their English communication skills to determine if the students are LEP. The information and guidelines in the following pages are intended to serve as a resource for personnel of school districts serving language minority students.

On the next page is a sample form that can be adapted by school districts for documenting the identification of students whose home/native language is not English, the assessment of their English language proficiency and the placement of the students in appropriate educational programs. On the subsequent pages are guidelines for the English language assessment of students whose home/native language is not English.

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.

Initial English Language Assessment

	Communication Skill			Proficiency Level	
Listening	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient
Speaking	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient
Reading	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient
Writing	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient
Comprehension*	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient
Composite**	<input type="checkbox"/> Pre-functional	<input type="checkbox"/> Beginning	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced	<input type="checkbox"/> Proficient

*The Comprehension level is derived from Listening and Reading

**The Composite level is derived from Listening, Speaking, Reading, Writing and Comprehension

Assessment instrument(s) used:

Is the student LEP? Yes No

Indicate the student's status as LEP or not LEP in EMIS Student Data Element (GI230).

If the student has been in U.S. schools for less than three years and the student's reading and writing level is intermediate or below, the student is eligible for additional accommodations.

Is this student eligible? Yes No

The English Language Assessment of Students Whose Native or Home Language is Not English

Purposes of English Language Assessment

- To determine if a student is limited English proficient (LEP), that is, the student's level of English proficiency is not adequate to participate effectively in mainstream classroom settings in which English is the only language of instruction
- To determine the appropriate support to be provided for those students identified as LEP
- To help inform instructional decisions relating to the education of LEP students
- To determine if a student who has been enrolled in United States schools for less than three full school years is eligible for additional accommodations when taking certain Ohio statewide assessments.
- To evaluate the progress of LEP students in developing English language proficiency
- To help determine when a student is no longer LEP and is ready to be exited from the district's LEP program
- To help evaluate the effectiveness of the district's LEP program

English Communication Modes to be Assessed

- **Listening:** How well is the student able to understand spoken English in social and grade-level academic settings?
- **Speaking:** How well is the student able to communicate orally in English in both social and academic settings?
- **Reading:** How well is the student able to read age-appropriate written materials in English for both social and academic purposes?
- **Writing:** How well is the student able to produce writing in English for both social and academic purposes?

Proficiency Levels

A number of category systems have been developed to indicate the different stages or levels of second/foreign language proficiency. Category systems include **nine levels:** Novice-Low, Novice-Mid, Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced, Advanced-Plus, and Superior (American Council of Teachers Foreign Languages); **six levels:** No English, Receptive English Only, Survival English, Intermediate English, Proficient English I, and Proficient English II (*Bilingual Syntax Measure*, The Psychological Corporation) and **five levels:** Beginner Proficiency Level, Elementary Proficiency Level, Low Intermediate Proficiency Level, High Intermediate Proficiency Level, and Advanced Proficiency Level (*Secondary Level English Proficiency Test*, Educational Testing Service).

For the purpose of this guide, five levels are used to categorize LEP students at different stages of English language proficiency: Pre-functional, Beginning, Intermediate, Advanced and Proficient/Trial Mainstream. It should be recognized that within each of these levels, students will represent a certain range of proficiencies (low, mid, high).

On the next page is a description of the five levels of English language proficiency of LEP students. Following the description of the proficiency levels is a chart indicating the five English proficiency levels for each of the four language domains: listening, speaking, reading and writing.

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;
- Beginning;
- Intermediate;
- Advanced;
- Proficient/Trial-Mainstream.

The following are summary descriptions of each of the proficiency levels:

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.

Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

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.

Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.

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.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Source of the above proficiency level descriptions of Beginning –Advanced: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21.

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.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

During this transition stage, the students' progress is carefully monitored and additional support is provided on an as-needed basis.

Criteria for Exiting LEP Program

To be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:

1. Achieve successfully in classrooms where the language of instruction is in English;
2. Meaningfully participate in academic assessments in English; and
3. Participate fully in society in the United States.

A student has attained the required level of English proficiency to be exited from a district's LEP program when the student:

- Obtains a composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); **or**
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.

Special Conditions

- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.
- Transition Year – LEP students who obtain a composite score of 4 or 5 on the OTELA in 2008-2009 will be exited from the program if they obtain a composite score of 4 or 5 on the OTELA in 2009-2010.

English Proficiency Levels – Descriptions				
	Listening	Speaking	Reading	Writing
Level I Pre-functional	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language May understand some isolated words, some social conventions, and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide some basic information in response to requests and questions Can ask one or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate some basic concepts of print (front-to-back, top to-bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
Level II Beginning	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multi-step directions Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic May still need repetition and rephrasing 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number, and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one or two-word answers 	<ul style="list-style-type: none"> Begins to identify the names of both upper and lower case letters of the alphabet Can identify where words begin and end Can follow multi-step directions depicted graphically During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number, and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience, or scaffolding Can begin to revise or edit own writing with teacher support
Level III Intermediate	<ul style="list-style-type: none"> Shows understanding simple questions and statements on familiar topics Often requires restatements in graphic terms or at a lower rate Can follow many simple directions Shows appropriate responses when read or told a story (example – laughs at humor) Has difficulty comprehending academic-related 	<ul style="list-style-type: none"> Can communicate ideas and feelings in English, but with some difficulty Speaks coherently, but with hesitations and with grammatical and syntactic errors Can retell a simple story, but detail may be lacking Can respond appropriately to many questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> Reads simple printed material within a familiar context Understands short discourse on familiar topics. Has a small repertoire of high frequency words Partially uses details to extract meaning Partially perceives the feeling and tone in a poem or story Has some weaknesses in predicting from details 	<ul style="list-style-type: none"> Composes short paragraphs that are mostly intelligible Begins to edit for sentence-level structure, spelling and mechanics and revises for content, organization and vocabulary, usually with the support of the teacher Writes with less dependency on visual supports, shared experiences, and scaffolding
Level IV Advanced	<ul style="list-style-type: none"> Understands conversations in most school/social settings Understands main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics May ask for clarification on oral information related to academic content Understands multiple meanings of words and can use context clues to understand messages 	<ul style="list-style-type: none"> Speaks in coherent, fluent sentences, but with occasional errors in vocabulary and syntax Has little difficulty communicating personal ideas and feeling in English Can respond appropriately to many questions in classroom settings, but makes some errors in more complex grammatical structures Can often use language to connect, tell and expand on a topic; and can begin to use it to reason 	<ul style="list-style-type: none"> Can read familiar text with little teacher or visual support; still needs those supports when reading to comprehend unfamiliar text Has oral fluency and uses self-monitoring and self-correction strategies when necessary Can identify main idea of many reading passages Able to identify most specific facts within a text May have some difficulty using details to make predictions 	<ul style="list-style-type: none"> Writes simple social correspondence with some errors in spelling and punctuation May have some difficulty in producing complex sentences Produces writing that generally addresses given topic Produces writing that is generally intelligible but lacking grade-level quality Produces writing that generally expresses complete thoughts
Level V Proficient	<ul style="list-style-type: none"> Shows understanding of academic topical conversations without difficulty Can follow complex and multi-level directions without difficulty Shows understanding of oral information provided via electronic media 	<ul style="list-style-type: none"> Speaks English fluently in social and grade-level academic settings Produces speech that include a variety of adverbs and transitional signals Participates in classroom discussions without difficulty Demonstrates control of age-appropriate syntax and vocabulary when speaking Can use language effectively to connect, tell, expand, and reason 	<ul style="list-style-type: none"> Reads and understands factual information in non-technical prose as well as discussion on concrete topics related to special events Comprehends standard newspaper items addressed to the general reader, correspondence reports and technical materials Shows understanding of the main idea Understands figurative language in a poem 	<ul style="list-style-type: none"> Writes short papers and clearly expresses statements of position, points of view and arguments Shows good control of sentence structure, spelling, and vocabulary Produces writing with wide range of vocabulary Edits for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary

Sources: North Carolina Department of Education, 1999; Iowa Department of Education, 2000; IDEA Reading and Writing Proficiency Tests, Examiner's Manual, 1993, Ballard and Tighe; The State Collaborative on Assessment and Student Standards (SCASS) for Assessing Limited English Proficient Students and American Institutes for Research (AIR), English Language Development Assessment K-2 Test Administration Manual, 2006.

Tools for Assessing Language Proficiency

For the purpose of the initial identification of ELL/LEP students, a standardized English language proficiency test must be used. A number of commercial tests have been developed to assess the language proficiency of students whose home/native language is not English. Some these tests are listed on the following pages. Please note that this list should not be taken as an endorsement by ODE of a particular test. The information is provided as a resource only. School district personnel should carefully review a test instrument before selecting it to ensure that it meets the needs of the program or school.

Commercial Tests of English Language Proficiency

Basic Inventory of Natural Language (BINL)

Grade Levels: K-12

Communication Modes: Listening and Speaking

Languages: Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Ilokano, Inpuiaq, Italian, Japanese, Korean, Laotian, Navajo, Filipino, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishnese, Ukranian, Vietnamese, Yugoslavian

Contact: CHECpoint Systems, Inc. 1520 North Waterman Ave. San Bernardino, CA 92404, Tel. (800)

635-1235

Bilingual Oral Language Tests

Grade Levels: 4-12

Communication Modes: Listening and Speaking

Languages: English, Spanish

Contact: Bilingual Media Productions, P.O. Box 9337, North Berkeley, CA 94709

Bilingual Syntax Measure

Grade Levels: K-12

Communication Modes: Listening and Speaking

Languages: English, Spanish

Contact: Harcourt Educational Measurement, 19500 Bulverde Road, San Antonio, TX 78259, Tel: (800) 211-8378

Bilingual Verbal Ability Tests (BVAT)

Grade levels: Ages 5-adult

Communication modes: Listening, Speaking

Languages: Arabic, Chinese (traditional and simplified), English, French, German, Haitian-Creole, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Turkish, and Vietnamese.

Contact: Riverside Publishing Co., 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008 Tel: (800) 323-9540

IDEA Proficiency Tests (IPT)

Grade levels: PreK-12

Communication modes: Listening, Speaking, Reading and Writing

Language: English

Contact: Ballard & Tighe Publishers, 480 Atlas Street, Brea, CA 92621 Tel. (800) 321-4332

Language Assessment Battery (LAB)

Grade levels: PreK-12

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: The State Education Department, 89 Washington Avenue, Room 775 EBA, Albany, New York, 12234, Tel. (518) 474-8220; FAX (518) 474-2021

Language Assessment Scales (LAS)

Grade levels: PreK-12, LAS Links

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940 Tel: (800) 538-9547

Maculaitis Test of English Language Proficiency – II (MAC II)

Grade levels: K-12 (Reading: 4-12)

Communication modes: Listening, Speaking, Reading and Writing

Language: English

Contact: Questar Assessment, Inc., 4 Hardscrabble Heights, P.O. Box 382, Brewster, NY 10509 Tel: (800) 800-2598

Secondary Level English Proficiency Test (SLEP)

Grade levels: 9-12

Communication modes: Listening, Reading

Language: English

Contact: Educational Testing Service/SLEP Inquiries, P.O. Box 6156, Princeton, NJ, 08541-6156 Tel. (609) 771-7206

Woodcock-Muñoz Language Survey

Grade levels: Ages 3-adult

Communication modes: Listening, Speaking, Reading, Writing

Language: English, Spanish

Contact: Riverside Publishing Co., 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008 Tel: (800) 323-9540

Ohio Test of English Language Acquisition (OTELA)

State and Federal law require an annual assessment of K-12 limited English proficient students to measure their English language proficiency. The Ohio Test of English Language Acquisition is the assessment used for testing English language proficiency for Ohio LEP students in Grades K-12. As OTELA is a progress test instrument, it cannot be used to screen newly identified LEP students. Districts must use screening assessments for that purpose.

The OTELA will show progress in English language proficiency that students are making from academic year to academic year. OTELA results are used to determine whether a district is meeting its annual measurable achievement objectives (AMAOs) as required by the No Child Left Behind (NCLB) Act. Each school district, based on the number of students and their previous OTELA scores, must annually reach a progress target and an attainment target for English language proficiency.

For more information on OTELA, visit the ODE website at education.ohio.gov, keyword search: OTELA.

Ohio's Title III Accountability Plan Effective School Year 2009-2010

Background

The Ohio Department of Education, in collaboration with the Ohio ESL Advisory Committee and the American Institute of Research (AIR), has completed a review of Ohio's Annual Measurable Achievement Objectives (AMAOs) for limited English proficient students, as well as criteria for exiting the LEP program.

In its review, ODE analyzed longitudinal student performance data and evaluated the AMAOs and exit criteria in terms of appropriateness, reasonableness and concurrence with the U.S. Department of Education (USDOE) Notice of Final Interpretations regarding Title III Assessments and Accountability Provisions, published Oct. 17, 2008.

Based on the results of this review process, ODE developed and submitted to USDOE proposed revisions to Ohio's Title III Accountability Plan to be effective for the 2009-2010 school year. The accountability revisions, which have been accepted by USDOE, are:

- **AMAO #1:** Limited English Proficient (LEP) students make progress in achieving English Language proficiency

Definition of Progress: Increase at least one performance level in either the production (combination of speaking and writing) or comprehension (combination of listening and reading) domains in the OTELA from one year to the next. LEP students who have achieved attainment (Composite Level 4 on the OTELA) in a previous year and are in the trial mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in the subsequent year.

Progress Target: By the year 2013-2014, 87 percent of ELL students will make annual progress in achieving English language proficiency as measured by performance on the OTELA. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
75%	78%	81%	84%	87%

Transition Year 2009-2010: LEP students who have achieved attainment (Composite Level 5 on the OTELA in 2009) and are in the trail mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in 2010.

- **AMAO #2:** LEP students attain English language proficiency

Definition of Attainment: Achieve a composite score of 4 or higher on the OTELA. AMAO #2 is calculated by taking the total of all ELL students in Ohio’s ELL programs who achieve a composite score of 4 or higher on the OTELA and dividing by the total number of students in Ohio’s ELL programs.

Progress Target: By the year 2013-2014, 30 percent of all ELL students served in a Title III program will attain English language proficiency. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
26%	27%	28%	29%	30%

- **AMAO #3:** LEP students meet the state’s Adequate Yearly Progress (AYP) targets

Note: AMAO #3 was not revised. It remains the same as in previous years.

Contact Information

Lau Resource Center
 Office of Curriculum and Assessment
 Ohio Department of Education
 25 South Front Street, Mail Stop 509
 Columbus, OH 43215
 (614) 466-4109 (Telephone)
 (888) 644-6732 (Toll free)
 (614) 387-0421 (Fax)
lau@ode.state.oh.us (e-mail)