

Exit Process

The student is exited from the LEP program when he or she:

A student is reclassified (no longer English learner) when the student has attained a performance level of Proficient on the OELPA.

The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K - 12 are eligible for reclassification if the student receives a performance level of Proficient.

In OELPA, there are three overall performance levels: Proficient, Emerging and Progressing. The performance levels are determined as follows:

- *“Proficient” students are those scoring any combination of 4’s and 5’s across all four domains;*
- *“Emerging” students are those scoring any combination of 1’s and 2’s across all four domains;*
- *“Progressing” students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.*

For more information regarding revisions to Ohio’s Title III Accountability Plan, visit www.education.ohio.gov and search keywords: LEP, AMAO or Title III



ESL Program

The Northwest Local School District’s ESL program exists to support students from other language backgrounds learn English and succeed in school.

Our program is designed to provide English Language Learners (ELLs) with direct instruction in:

- language development,
- reading comprehension,
- mechanics of writing,
- listening comprehension and
- background knowledge building through grade-level appropriate content.

ESL Program

Northwest Local School District



**3240 Banning Road
Cincinnati, Ohio 45239
Tel: 513-923-1000 ext. 3942**

ESL Services

Northwest Local Schools will use a variety of program models at all buildings to serve students in the ESL program. The models include:

ESL Pull-out/ Push-in—students spend part of the day in mainstream classrooms and are “pulled out” for a portion of the day to receive instruction in the ESL program. Students may NOT be pulled out during physical education, music, or art. “Push- in” classroom ESL support is provided by an ESL resource teacher.

Sheltered Instruction—an approach to teaching content area subject matter through specific teaching techniques. Sheltered Instruction teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as the vocabulary in the target language. The teacher uses clear, concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech and vocabulary and use few idiomatic expressions.

What is LEP?

The term “limited English proficient” is used with respect to an individual, meaning:

A child who is Limited English Proficient (LEP) is:

- between the ages of 3 and 21;
- enrolled in an elementary or secondary school;
- has a native/home language other than English, whether born in the U.S. or another country;
- and has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement

Identification Process

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.

ELL students identified through the Home Language Survey during registration must be assessed for English-language proficiency within fourteen (14) days of enrollment.

Northwest Local Schools has adopted the *Pre-LAS (K) and LAS Placement Test (1-12)* to help determine eligibility for placement in the district’s ESL program.

The *Pre-LAS and LAS Placement Test* assess English language proficiency in all four domains of language development—listening, speaking, reading, and writing as well as comprehension to ensure that students' language needs are properly identified and addressed through the district’s educational program.

Students are then designated as “LEP” (if they score less than Proficient in all areas on the LAS) or “Not LEP” (if they score totally proficient). A student must score at the Proficient level in all five domains in order to be considered “Not LEP”.

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