

Limited English Proficient Learners

Students of Limited English Proficiency, (LEP)

Students of Limited English Proficiency are those students whose native language is other than English. These students can have difficulty in speaking, reading, writing or understanding English which may be sufficient to deny them:

- ▶ the ability to meet the State's proficient level of achievement on State assessments;
- ▶ the ability to successfully achieve in classrooms where the language of instruction is English; or
- ▶ the opportunity to participate fully in the school setting

English Language Proficiency Assessment

What is needed?

Annually complete:

The Home Language Survey (in netIEP Document Library)

A state prescribed Screening Instrument within 30 days of enrollment

Each tool contains program eligibility determination.

Limited English Proficiency information is recorded on Form 15 in netIEP.

Additional assessment information and training information is available on the ISBE web-site at:

http://www.isbe.state.il.us/bilingual/htmls/access_screening.htm#child



Illinois State Board of Education

Jesse Ruiz, Board Chair

Dr. Christopher Koch, State Superintendent

Identification of Eligible Students

- ▶ Review student's screening score
- ▶ A school district may have (add additional) higher indicators than the minimum composite score of 4.0

(23 Illinois Administrative Code Part 228.15)



Two Program Options

First option:

When an attendance center has an enrollment of 20 or more limited English proficient students of the same language classification, the school district must establish a transitional bilingual education program for each language classification represented by those students.

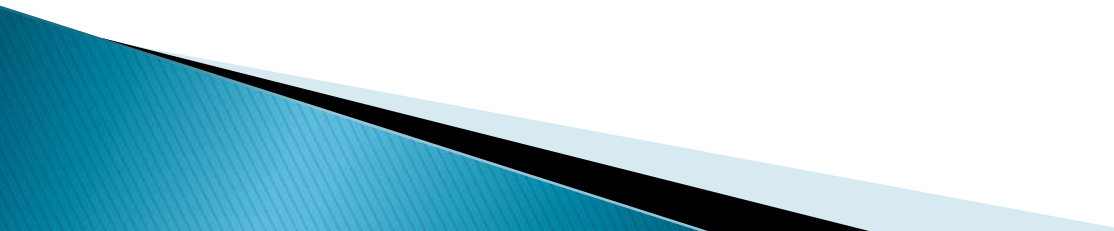
(23Illinois Administrative Code 228.25)



Two Program Options

Second option:

When an attendance center has an enrollment of 19 or fewer students of limited English proficiency from any single non-English language, the school district shall conduct an individual student language assessment to determine each student's need for native language instruction and may provide a transitional bilingual program in the non-English language common to the students.



Special Education Eligibility Evaluation Requirements as it applies to LEP

- ▶ The evaluation shall be provided and administered in the child's native language.
- ▶ Before a child is given a case study evaluation, the local school district shall determine the primary language of the child's home, general cultural identification, and mode of communication.

(23 Illinois Administrative Code Part 226.130 and 226.140)



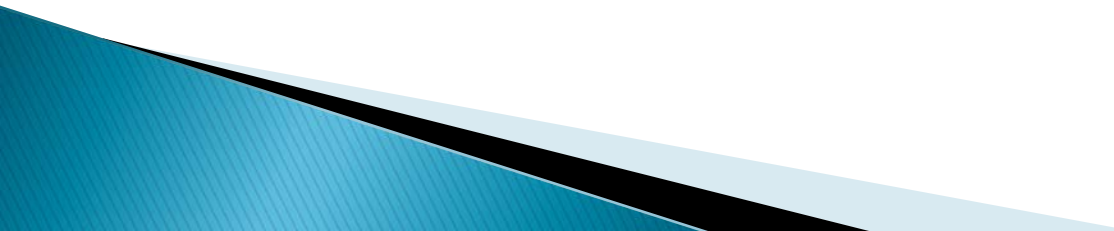
Steps for Referral Process

- ▶ Document/review intervention steps taken and results from the classroom teacher
- ▶ Team members have knowledge/awareness on:
 - second language acquisition
 - qualitative and quantitative assessment
 - cultural assimilation



Steps for Referral Process

Review the following:

- ▶ Health History
 - ▶ Home, Family, Education review
 - ▶ Interview with parent(s)
 - ▶ Instruction and classroom-based issues
 - ▶ Standardized testing and assessment review
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Case Study to be Nondiscriminatory

- ▶ The language used to evaluate a child shall be consistent with the child's primary language of the home or other mode of communication.
- ▶ A qualified bilingual specialist should complete the evaluation.

(23 Illinois Administrative Code Part 226.150)



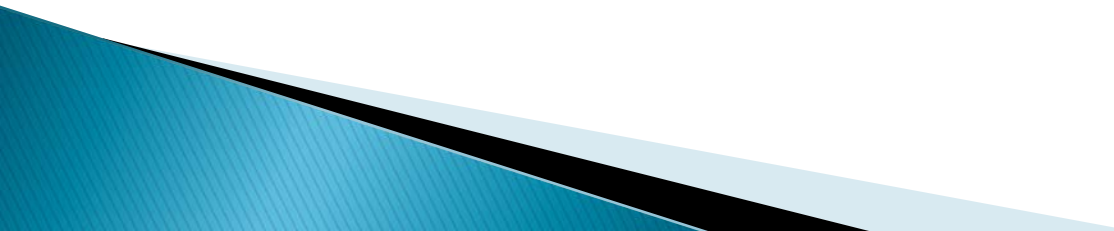
Case Study to be Nondiscriminatory

- ▶ If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful the district shall conduct assessment procedures which do not depend on language.
- ▶ Tests given to students whose primary language is other than English shall be relevant to the maximum extent possible of his or her culture.

(23 Illinois Administrative Code Part 226.150)



Case Study should include the following:

- ▶ Multiple assessment measures
 - ▶ Criterion-referenced tests
 - ▶ Work samples
 - ▶ Behavioral observations and teacher evaluations
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Determination of Eligibility for Special Education

A child may not be determined eligible if any one of the determinant factors are identified:

- ▶ Lack of appropriate instruction in reading, math, or limited English proficient (226.160)

Examples of English Proficiency Evidence:

- ❖ Based on parent(s) interview student's primary language is English.

OR

- ❖ Student was administered a district assessment of English Proficiency and earned scores that placed this performance in the Proficiency range.

Another Example of English Proficiency Evidence:

- ❖ Student has received ELL support services for the past year. With ELL supports, the student has made minimal progress. When comparing this student's progress to the progress of his peers who also receive ELL support services, other students benefited much more from the additional interventions and they have been able to meet their goals and reduce the performance gap. The team has determined that LEP is not the primary cause for the student's academic difficulties.

Determination of Eligibility for Special Education

For a student to be eligible under IDEA, the primary factor needs to be one of the 14 disability categories and not LEP determination.

A student can be eligible under IDEA as the primary factor and also receive LEP services, (LEP is not a special education service).

(Celia Aeresola at ISBE, July 2009)





**For more information and/or
support, you can always
contact your L.E.A.S.E.
Coordinator.**