

## Limited English Proficiency (LEP)

### Frequently Asked Questions

#### Who is an LEP<sup>1</sup> student?

- Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be considered Limited English Proficient, or "LEP."
- To identify if a student is LEP:
  - The school should provide a Home Language Survey to all parents as part of the registration process.
  - If a language other than English is listed on the HLS, the student should be given an English Language Proficiency screener, such as [LAS Links](#) or [IPT](#). The screener will determine if the student is proficient in English.
  - If the student is not proficient in English, parents should receive a notification letter from the school/LEA that indicates the student's LEP status. This student will be identified as LEP until s/he exits the program.

#### A student has failed the screener and is considered LEP—what do we do next?

Within 30 days of a student registering, the school must assess and inform the student's parent/guardian(s) of the details of the program in which the student is, or will be, participating, as described in [No Child Left Behind](#), Sec. 3302: Parental Notification. A sample parental notification form can be found [here](#).

#### Do LEP students take state assessments?

- All LEP students must take the appropriate state assessments for their enrolled grade and shall take ELDA annually.
- LEP students may qualify for accommodations, provided they are used in the students' regular classroom instruction and assessment.
- LEP students who have not been enrolled in a school in the United States for one full school year will not have their scores included in the school performance score calculations but they must take the required assessment.
- LEP students are part of a school's subgroup that will be evaluated separately on ELA & math<sup>2</sup>.

#### What is ELDA?

K-12 students who are learning English as a second language are assessed annually using the English Language Development Assessment (ELDA). ELDA a research-based program designed to measure proficiency in reading, writing, speaking, and listening to English.

In order for a LEP student to be considered English proficient and exit LEP status he/she must attain certain scores on the ELDA as outlined in Bulletin 111. For more information regarding language development standards for LEP students, consult Bulletin 112.

#### Are there funds and/or other resources available to assist with LEP services?

- If an LEA meets eligibility requirements or joins an appropriate consortium, they may qualify for Title III funding. Federal Title III funding is used to improve student achievement among students who are learning English as a second language.
- Title I funds may be used for instructional programs, materials, supplies, and activities required for serving LEP students.
- Additional resources to assist with provision of LEP services:
  - <http://www.TinyURL.com/FAQaboutLEP>
  - <http://www.TinyURL.com/LEPresourcelist>
  - <https://ed.sc.gov/agency/programas-services/42/>
  - [Sample Home Language Survey](#)
  - [LEP Accommodations Checklist](#)
- For more information about LEP and/or Title III funding, contact Shelia Campbell at the Louisiana Department of Education:(225) 219-0362 or [Shelia.Campbell@la.gov](mailto:Shelia.Campbell@la.gov).

<sup>1</sup> The phrases "limited-English proficient" and "English-language learner," and their respective acronyms, "LEP" and "ELL," are similar in meaning. Both terms are used by the Office for Civil Rights.

<sup>2</sup> BESE Bulletin 111