

# ***Equity Information* UPDATE**

**Bulletin No. 3**

## **Legal Responsibilities When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools**

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## Introduction

The Wisconsin Department of Public Instruction (the department) developed this bulletin, *Legal Responsibilities When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools*, to help school leaders and staff understand their legal responsibilities for meeting the needs of LEP students.<sup>1</sup> Wisconsin's public schools now serve over 29,000 limited-English proficient students. While the two largest groups of LEP students are Hmong and Spanish speakers, there are at least 70 other languages represented within our state by students enrolled in public schools.

When Wisconsin's Bilingual-Bicultural Statute [Wis. Stats. 115.95] was enacted in the late 1970s, LEP students were located within a relatively small number of more urban school districts in the southeast corner of the state. Currently, however, approximately 170 school districts have LEP students. Many of these districts are more rural and until very recently had little or no experience serving these students. Therefore, this bulletin will address obligations for districts whether they are large or small and operate categorically-aided or non-aided bilingual/ESL programs.

The State of Wisconsin defines a student with limited-English proficiency as a pupil "who has difficulty with reading, writing, speaking or comprehending in English within the academic classroom setting." PI 13.03

Any student who is identified as language minority (having a non-English language spoken in the home) during the school enrollment process should be given an English language proficiency assessment within the first few weeks of enrollment using a department approved instrument (see current list at the Bilingual/ESL homepage [www.dpi.state.wi.us/dpi/dlsea/equity/biling.html](http://www.dpi.state.wi.us/dpi/dlsea/equity/biling.html)). These instruments address speaking, listening, reading, and writing skills in English. The results of the English proficiency assessment should be compared to the proficiency definitions as stated in the administrative rule [PI 13.08]. (For complete definitions of proficiency levels, see Appendix B; the LEP proficiency continuum ranges from level 1-nonspeaker through level 5-advanced proficiency but still not on par academically with the average English-speaking peer.) When feasible, it is also helpful to administer native language assessments to ascertain the relative strength of English versus the home language or proficiency/literacy in the home language.

Applying language assessment results to the state definitions will allow schools to classify students as either fully proficient in English or at one of the five defined English proficiency levels. Students who are at any of the five levels in English proficiency development must receive the types of special program considerations outlined in this bulletin in order to be provided equal educational opportunities as per federal and state requirements (see website references for more information on Title VI of the Civil Rights Act of 1964, Equal Educational Opportunities Act of 1974, [www.ed.gov/offices/OCR](http://www.ed.gov/offices/OCR), and the Wisconsin Pupil Non-Discrimination Act [s.118.13] <http://www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html>).

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<sup>1</sup> Note: The term "limited-English proficient (LEP) students" is used in this document because it is the legal term for these students both in state statute and federal law. However, English language learners (ELLs) is the preferred term found in literature today.

## Legal Responsibilities

Whether or not a district receives bilingual or English as a second language (ESL) State categorical aid for serving limited-English proficient (LEP) students, both federal and state legal obligations exist to ensure equal educational opportunity for LEP students. Districts are required to establish, sustain, and improve learning environments which alleviate the barrier caused by not being able to communicate fully and effectively in English, the language used within the classroom. These legal obligations apply *even in schools or classes where only one LEP student is present*.

The following is a brief summary of the most important federal legislation and case law on this subject. For more complete synopses of all the laws and court decisions affecting LEP students, see the Mid-Atlantic Equity Consortium (MAEC) website at [www.maec.org](http://www.maec.org) (select National Origin Equity) and the U.S. Department of Education, Office of Civil Rights website at [www.ed.gov/offices/OCR](http://www.ed.gov/offices/OCR).

## Federal Laws

All public schools in Wisconsin receive some form of federal financial assistance. They must adhere, therefore, to the following federal requirements<sup>2</sup>:

### 1964 – Civil Rights Act, Title VI

“No person in the United States shall, on the grounds of race, color, or *national origin* . . . be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” (emphasis added).

### 1974 – Equal Educational Opportunities Act (EEOA)

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or *national origin*, by . . . the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs” (emphasis added).

### 2001 – No Child Left Behind (NCLB) ACT, Title I

“The purpose of this Title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” (Sec. 1001) This includes meeting the educational needs of limited English proficient children.”

### 2001 – No Child Left Behind (NCLB) Act, Title III

The purpose of the Title III Part A is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all children are expected to meet.

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<sup>2</sup> Note: For protection under federal law, LEP students are included in the targeted category of “national origin.”

## U.S. Supreme Court Rulings

### 1974 – Lau v. Nichols

In a unanimous decision, the Court ruled that:

- Equality of educational opportunity is not achieved by merely providing all students with “the same facilities, textbooks, teachers, and curriculum; students who do not understand English are effectively foreclosed from any meaningful education.”
- The Office for Civil Rights, U.S. Department of Education, has established regulations for compliance with the 1964 Civil Rights Act.

### 1982 – Plyler v. Doe

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an acceptable argument for excluding or denying educational services to any student. *Therefore, school districts are prohibited from requiring U.S. passports, social security numbers, residency permits known as “green cards,” or any documentation or inquiry that would indicate whether a child or family was or was not a legal resident or citizen of the United States.*

## Federal Court Decisions

A number of federal court decisions have further clarified the obligations districts have to serve LEP students. Rather than listing the decisions individually, the key points are as follows:

- Districts must provide “appropriate language assistance” services aimed both at developing proficiency in English and helping students master the same challenging academic material as all other students.
- Programs must meet the linguistic, cultural, and academic needs of LEP students while not segregating them unnecessarily from English-speaking peers. A clear example of unnecessary segregation would be keeping students apart during music, art, physical education, or any nonacademic or extracurricular activities.
- Bilingual-bicultural instructional approaches should be used, to the extent possible, to ensure that students do not fall behind academically while English skills are being developed. Furthering literacy in the native language is also positive since native-language literacy correlates highly with eventual literacy development and academic success in English.
- Districts must pursue and implement a program based on an educational theory recognized as sound or legitimate. The language assistance program must be evaluated and produce positive results for the LEP students who are being served. These results must include both increased English proficiency *and* increased academic competence to the same rigorous standards expected of all students. If the local program is not effective, it must be changed.

## State Laws

### The Wisconsin Constitution (Article X, § 3)

Through Article X, § 3 of the Wisconsin Constitution, every Wisconsin student has a fundamental right to an equal opportunity for a sound basic education. An equal opportunity for a sound basic education has been defined by the Wisconsin Supreme Court as "one that will equip students for their roles as citizens and enable them to succeed economically and personally," *Vincent v. Voight*, 236 Wis. 2d 588, 614 N.W.2d 388 (2000).

### The Wisconsin Pupil Nondiscrimination Law (s. 118.13, Wis. Stats. and PI 9)

Under this law, no student may be denied admission to any public school, be denied participation in, be denied the benefits of, or be discriminated against in any school-related activity or program on the basis of the student's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This law, like its federal counterparts, requires that every student receive an equitable educational opportunity. In order to meet this requirement, language barriers must be overcome or removed.

### The Wisconsin Bilingual-Bicultural Statute (s. 115.95, Wis. Stats. and PI 13)

The bilingual-bicultural statute creates certain obligations for all districts, regardless of the number of LEP students. Each district must annually complete a census to identify language minority students; assess their language proficiency; and classify each by language, grade level, age, and English language proficiency level. We recommend that districts begin this process by completing a home language survey (see Appendix C for a sample). Once students are classified as LEP, districts must provide them with appropriate services and report English proficiency gains. The census is currently part of a larger data collection instrument (PI-1855) available on our website in the spring of each year.

School districts with larger populations of students speaking the same non-English language have additional obligations under the state's bilingual-bicultural statute. If any school within a district has ten LEP students speaking the same non-English language at grades K-3, 20 students at grades 4-8, or 20 students at grades 9-12, the district must design a program and prepare a formal plan of services (PI-1849) for meeting the needs of these students. This plan of services must be approved by the department. The statute requires all such programs to be staffed by licensed bilingual teachers. When bilingual licensed teachers are *not* available, ESL licensed teachers may be used with bilingual teacher aides ***except in programs serving Spanish speakers***. The obligation to maintain a state approved bilingual-bicultural program for students begins when any *one* of the three grade cluster "trigger" numbers is reached within a single school building. Districts may combine student numbers across different schools to meet the minimum threshold for state-assistance, but this is not an obligation. As districts meet the minimum threshold for state-assisted programs, they should contact the bilingual/ESL education program at the department for more information on meeting the requirement of the statute and administrative rule.

## Standards-Based, Alternate Assessment of LEP

Complete information about testing and accommodations for limited-English proficient students can be found on the department's website:

[www.dpi.state.wi.us/dpi/oea/specneed.html](http://www.dpi.state.wi.us/dpi/oea/specneed.html).

Based on PI 13 and departmental guidelines, LEP students must participate in the Wisconsin Student Assessment System (WSAS) with accommodations, as needed, at the intermediate and advanced English language proficiency levels (levels 3-5). Limited-English proficient students who are at levels 1-2 of English proficiency may participate in WSAS, with accommodation as appropriate, but *must* participate in WSAS Alternate Assessment for Students with LEP in all content areas tested on WSAS.

### Suggestions for How State Categorically Non-Aided Programs Can Comply

1. Ensure that all students are given a Home Language Survey upon enrollment that asks them to identify any language other than English that is used within the home. (For a sample, see Appendix C.)
2. Ensure that all language minority students are given an English language proficiency assessment. Students will need to be assessed annually to measure English language growth and to determine the most appropriate methodologies within the classroom and within support programs. Such assessments must be conducted with a department approved instrument. [PI 13. 07] See the list at [www.dpi.state.wi.us/dpi/dlsea/equity/eqtests.html](http://www.dpi.state.wi.us/dpi/dlsea/equity/eqtests.html).
3. Create an Individualized Record Plan (IRP) for LEP students that identifies date of arrival, native language(s) spoken, assessments used to determine English proficiency, English proficiency level upon arrival (and at regular intervals thereafter), and suggested program interventions. The IRP should be maintained in students' academic folders and should be shared, as appropriate, with all teachers and support staff working with these students. IRPs should also document a plan for the ongoing academic assessment of LEP students. (see Appendix D) For details regarding accommodations when testing, see *The Department Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments*, available at: [www.dpi.state.wi.us/dpi/oea/specneed.html](http://www.dpi.state.wi.us/dpi/oea/specneed.html)
4. Students at English proficiency levels 3-5 must participate in the Wisconsin Reading Comprehension Test (WRCT) at grade 3 and Wisconsin Knowledge and Concepts Examinations (WKCE) at grades 4, 8, and 10 with allowable accommodations, as needed. Students at levels 1-2 may participate in the above tests, but must participate in alternate assessment.

Students who are not participating in the regular Wisconsin Student Assessment System (WSAS) *must be assessed for academic progress using WSAS Alternate Assessment for Students with LEP*. The IRP should describe the plan for alternate assessment of LEP students. This includes the state's Alternate Performance

Indicators (APIs) for LEP students and the accompanying guide, *Standards-Based Alternate Assessment for Limited-English Proficient Students*. These tools will assist educators in creating a framework for local alternate assessments that includes procedures for aggregating and reporting assessment results. See the Bilingual/ESL homepage for WSAS Alternate Assessment for Students with LEP procedures and materials at [www.dpi.state.wi.us/dpi/dlsea/equity/biling.html](http://www.dpi.state.wi.us/dpi/dlsea/equity/biling.html).

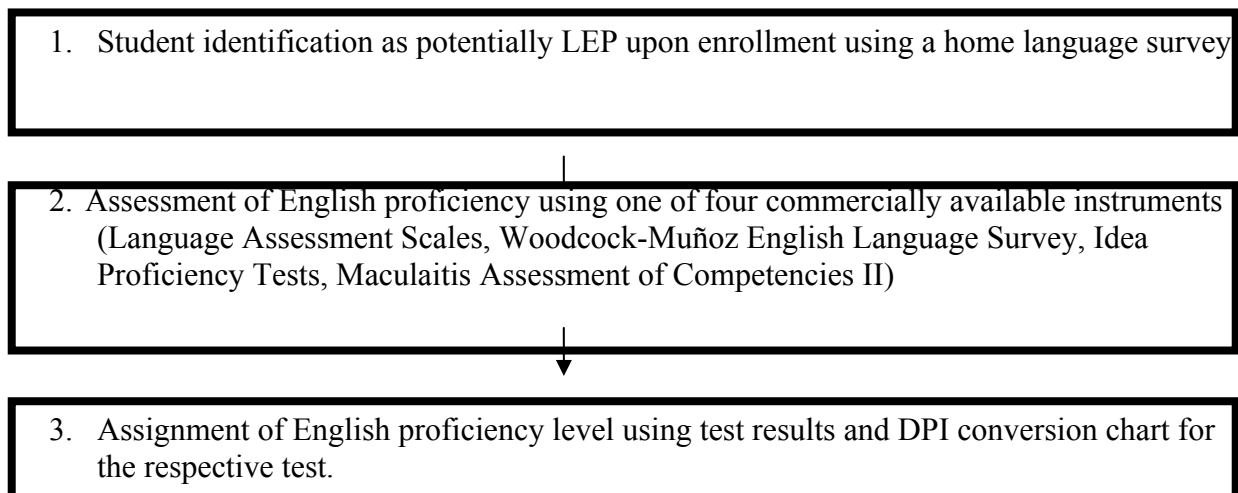
5. Data providing evidence of positive results for each student and of the district's program should be kept and analyzed annually.
6. In Wisconsin, state categorically-aided districts must hire bilingual or English as a Second Language (ESL) certified staff. Locally funded programs should consider hiring qualified bilingual or ESL certified staff or encouraging existing staff to work toward bilingual or ESL certification. While this may not always be feasible when only a few LEP students are present, it is certainly the best way to ensure appropriate services and program continuity over time.
7. Also remember that no student may spend all or even a large part of the school day within a self-contained classroom where the instruction is provided by unlicensed staff. When bilingual or ESL staff are not present, other licensed teachers and administrators within the building must come together to discuss the fundamentals of best practice for these children and how federal and state legal obligations for appropriate language assistance services will be provided. The use of an IRP outlining clear, long range strategies is even more important in such schools.
8. Particular care must be taken not to mistake the normal process of language acquisition and acculturation with special educational needs. Appropriate instructional interventions should be implemented and documented prior to consideration of a formal referral for special education services. Please see the section on referrals to special education in the *Equity Information Update, No. 3: Best Practices Considerations When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools*. URL at [www.dpi.state.wi.us/dpi/dlsea/equity/biling.html](http://www.dpi.state.wi.us/dpi/dlsea/equity/biling.html)
9. Schools should **never** retain students in grade solely on the basis of their English proficiency. The U.S. Department of Education, Office for Civil Rights, considers such retention to be discriminatory since, in effect, LEP students are being retained for not having adequate prior exposure to English. As districts prepare their promotion/retention policies, they need to provide flexibility for LEP students as they move toward full English proficiency (a five to seven year process!).
10. Schools should maintain academic support services for LEP students until they have progressed beyond English proficiency level 5. This is the best way to ensure that these students will be academically successful. Traditionally, language assistance programs have focused most of their limited staff time and budgets on students at the beginning stages of English development, assuming that once they could carry on a conversation with a teacher in English, little or no support would be needed. Recent research would suggest the opposite. Students at the intermediate levels benefit even more from good, content-based support aimed at strengthening academic language and literacy skills as well as concept knowledge in English or the

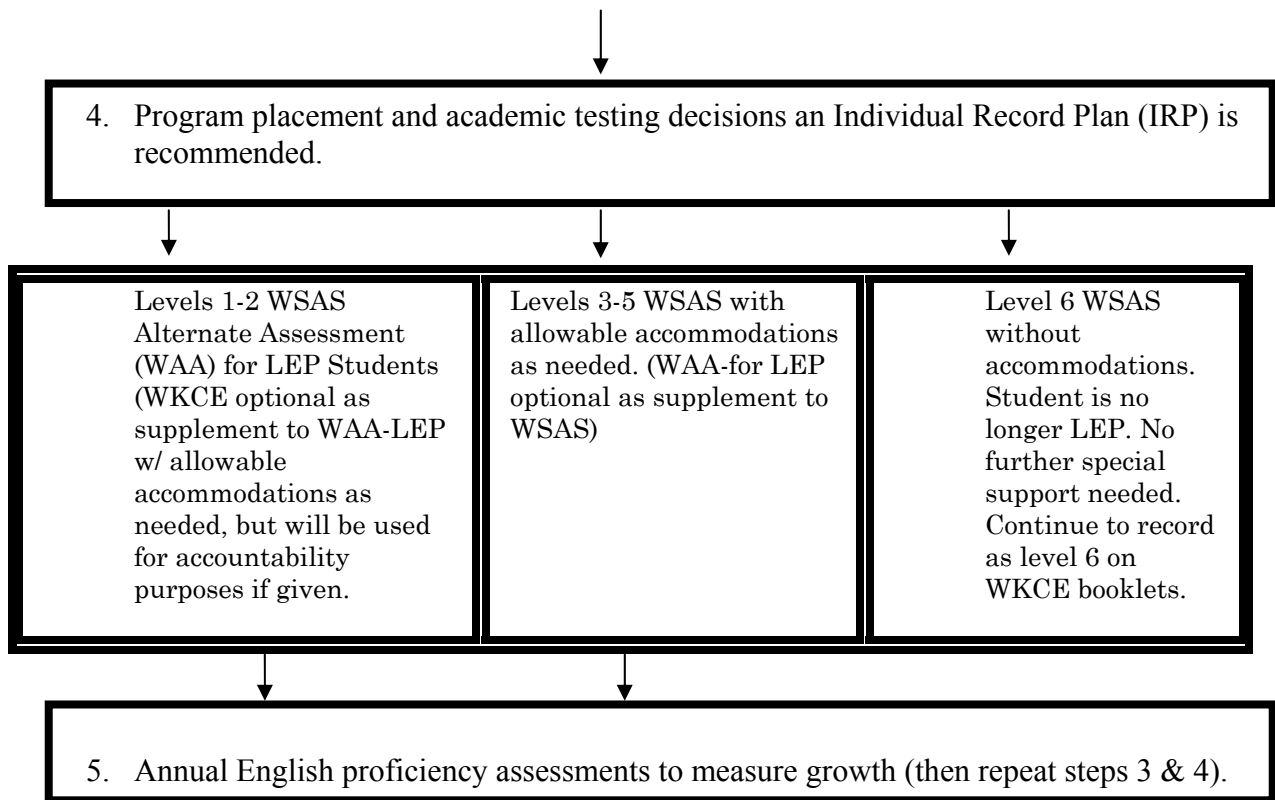
home language. Such support should continue until there is no doubt that the student will thrive in the increasingly rigorous academic arena found at the middle and high school levels.

11. If self-contained ESL or bilingual classes are used, schools must ensure that LEP students have significant opportunities to interact with English-speaking peers and that the same standards and curriculum content are provided in self-contained settings.
12. Schools must make a serious effort to communicate with language minority parents or guardians in the language used in the home. This should include the translation of all written documents that normally go home to parents in any languages for which there is a significant need. The most common languages for translation in Wisconsin are Hmong, Spanish, Lao, Korean, Khmer, and Russian. Certain districts, however, could have a significant number of students representing less commonly found languages like Albanian, Arabic, or Urdu, for example. Keep in mind that many Hmong parents do not read Hmong but may read Lao, and that, in any language, speaking is not a guarantee that one can read it. Audiotaped versions or a special phone line of parent letters can be particularly helpful in meeting this need. Many larger districts have already done the work of translating common documents to various languages and may be willing to share. Districts are responsible for providing translations but may and should seek help from community based groups.
13. LEP students are eligible for services under Title I of No Child Left Behind (NCLB). It is important to note, however, that schools must first identify their locally funded language assistance program goals *before* they place a student with limited-English proficiency in Title I. Title I may supplement those goals but may not replace or supplant the local obligation for appropriate language assistance.

The following chart (next page) outlines the procedures districts need to follow beginning with identification, language proficiency assessment, program placement, and academic assessment for LEP students:

### **STEPS FOR IDENTIFYING, PLACING AND ASSESSING LIMITED ENGLISH PROFICIENT STUDENTS**





**Note:** Use IRP and/or district data collection system to track English proficiency and academic progress. Most LEP students should reach full English proficiency and age appropriate academic parity in five-seven years.

# Bibliography of Selected Resources

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National Clearinghouse for Bilingual Education: [www.ncele.gwu.edu](http://www.ncele.gwu.edu)

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## Appendix A: Glossary of Terms

**Academic language-** specific content-area language linked to conceptual knowledge necessary for academic success and grade-level literacy. Researchers estimate between five and seven years for the full development of academic language competency. Some researchers also add that for students with weak academic or native language skills up to ten years may be required to fully bridge the content-area and literacy gap.

**Aided (nonaided) program-** aided programs in Wisconsin receive a percentage of their bilingual/ESL program costs from the state as administered through categorical aids provided by the state legislature. Currently, 38 districts are eligible for such aid. Nonaided programs do not receive this aid.

**A priori approach-** a content-based approach to bilingual/ESL support that emphasizes close collaboration with mainstream teachers in the development of curriculum and the preteaching of key concepts, skills, and academic language using bilingual/ESL methodologies like those found in the CALLA.

**Bilingual education-** any of a number of approaches that use, to varying degrees, the language of the child and English in the teaching of academic content and literacy skills.

**Cognitive Academic Language Learning Approach (CALLA)-** an approach to curriculum development, lesson planning, and teaching that combines the strategies of teaching language through content with the direct instruction of learning strategies.

**Content-based approaches-** see Sheltered English Content Area Instruction.

**Educational equity-** the educational policies, practices, and programs necessary to: a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practices in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned and systemic. They focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Educational equity activities promote the real possibility of equality of education results for each student and between diverse groups of students. (Wisconsin Consolidated State Plan for the federal No Child Left Behind.)

**English as a Second Language (ESL)-** the teaching of English and academic content to students who are English language learners.

**English Language Learners (ELLs)-** see limited-English proficient students.

**Fully English Proficient (FEP)-** students who are fully English proficient are the goal and expected outcome of a bilingual/ESL program. A fully English proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. Four language skills contribute to proficiency: reading, listening, writing and speaking. (CCSSO, 1992)

**Language minority student-** a student coming from a home where a language other than English is used most of the time.

**Limited-English Proficient (LEP) students-** the legal term for students who speak another language in the home and whose proficiency in English meets one of the five levels described in Appendix B. English language learner is currently the preferred term for describing these students.

**National origin groups-** ethnic groups consisting of persons from environments in which the dominant language may be other than English and who, as a result of linguistic and/or cultural differences, do not have an equal educational opportunity. (New Jersey, 1993)

**Preteaching-** see *A priori* approach.

**Primary (native, home) language-** the language most often spoken in the home. In some cases, it might even be the language of a grandparent who is the primary care giver for a significant portion of the day, thus influencing the language development of the child.

**Recent arrivals-** immigrant children who have arrived within the last three to five years in the USA.

**Sheltered English content- area instruction-** approaches that teach language through content by contextualizing the English but maintaining the crucial academic content and concepts.

**Silent period-** the first phase of language acquisition when students are actively listening but not yet producing language.

**Social language-** the more concrete, less academically oriented language typically used in one-on-one communication, in pre-school and primary level classrooms, and for most social interactions. Social English development is important but ultimately the more abstract academic English competency will ensure academic success. Researchers estimate two to three years to fully develop social English competency for most English language learners.

**Total physical response-** a language learning methodology using real objects and commands. Used frequently with beginners as part of what is known as the “natural approach” to learning languages.

## **APPENDIX B: ENGLISH LANGUAGE PROFICIENCY LEVELS**

### **LIMITED ENGLISH PROFICIENCY LEVELS [PI 13.07(1)-(5), Wis. Admin. Rule]**

#### **Level 1 – Beginning/Preproduction:**

The student does not understand or speak English with the exception of a few isolated words or expressions.

#### **Level 2 – Beginning/Production:**

The student understands and speaks conversational and academic English with hesitancy and difficulty.

The student understands parts of lessons and simple directions.

The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

#### **Level 3 – Intermediate:**

The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

The student is post-emergent, developing reading comprehension and writing skills in English.

The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

#### **Level 4 – Advanced Intermediate:**

The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

#### **Level 5 – Advanced:**

The student understands and speaks conversational and academic English well.

The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.

The student requires occasional support.

### **FULL ENGLISH PROFICIENCY LEVELS**

#### **Level 6 – Formerly LEP/Now Fully English Proficient:**

The student was formerly limited-English proficient and is now fully English proficient.

The student reads, writes, speaks and comprehends English within academic classroom settings.

#### **Level 7 – Fully English Proficient/Never Limited-English Proficient**

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.

## APPENDIX C: A Sample of the Home Language Survey

FOR STAFF COMPLETION TO BE COMPLETED FOR ALL NEW STUDENTS			
ESL File Opened <input type="checkbox"/> Yes <input type="checkbox"/> No	ESL Test Date	Today's Date	Test
ESL Evaluator		ESL Level	Placement
PARENT/GUARDIAN HOME LANGUAGE SURVEY			
Student's Name			Grade
Relationship of Person Completing Survey <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other <i>Specify</i>			
<b>Directions:</b> Check the correct response for each of the following questions and indicate other languages if appropriate			
	<b>English</b>	<b>Other</b>	<b>Other Language(s)</b>
1. What language did the child learn when she or he first began to talk?	<input type="checkbox"/>	<input type="checkbox"/>	
2. What language does the family speak at home most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
3. What language does the parent(s) speak to her/his child most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
4. What language does the child speak to her/his parent(s) most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
5. What language does the child hear and understand in the home?	<input type="checkbox"/>	<input type="checkbox"/>	
6. What language does the child speak to her/his brothers/sisters most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
7. What language does the child speak to her/his friends most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Yes</b>	<b>No</b>	
8. Can an adult family member or extended family member speak English?	<input type="checkbox"/>	<input type="checkbox"/>	
Can they read English?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do the parents/guardians request oral and/or written communication from the school to be in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Oral <input type="checkbox"/> Written
	If no, in what language		
SIGNATURE			
Signature of Person Completing Survey  ➤			Date Signed

Adapted from: *Sample Survey, Institute for Cultural Pluralism*, Lau General Assistance Center, San Diego State University, San Diego, CA 921882 [sic], 1976

**Appendix D: A Sample of an Individualized Student Record Plan for LEP Students**  
*(from Standards-Based Alternate Assessment for Limited-English Proficient Students: A Guide for Wisconsin Educators)*

GENERAL INFORMATION						
Student's Name <i>First, Last</i>					Grade Level	School Year
ID No.	Date of Entry in Wisconsin School			Student's Native Language		
School District			School			
LANGUAGE PROFICIENCY						
English Language Proficiency Level		Date(s) Administered		Test Administered		
English Language Proficiency Level		Date(s) Administered		Test Administered		
<b>Language Proficiency Goals</b> <i>Listening, Speaking, Reading, Writing</i>			<b>Standards/Alternate Performance</b> <i>Indicators Addressed</i>			
1.						
2.						
3.						
4.						
ACADEMIC ACHIEVEMENT						
Standardized Test Data or MECCA Score					Date(s) Administered	
Language Arts	Reading	Mathematics	Science	Social Studies		
<b>Academic Goals</b> <i>Listening, Speaking, Reading, Writing</i>			<b>Standards/Alternate Performance</b> <i>Indicators Addressed</i>			
1.						
2.						
3.						
4.						
TYPE AND AMOUNT OF SUPPORT SERVICES						
Comments/Recommendations						
SIGNATURES						
Student Signature ➤					Date Signed	
Teacher Signature ➤					Date Signed	
Parent Signature ➤					Date Signed	