EDEN PRAIRIE SCHOOLS
Inspiring each student every day

English Learner (EL) Program
Language Instruction Education Program (LIEP)

Purpose

The purpose of this document is to share the components of our English Learner (EL) program with our English Learner (EL) parents and the Eden Prairie community.

Contents

District EL Program Contacts

Name	Role	Email
Robb Virgin	Sr. Director Personalized Learning	robb_virgin@edenpr.k12.mn.us
Julie Krohn	EL Program Supervisor	julie_krohn@edenpr.k12.mn.us

English Learner (EL) Program
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EL Program Description

Eden Prairie Schools Mission

Inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world

Core Values & Guiding Principles

In Eden Prairie Schools, we believe:
- Each person has intrinsic value
- Each person has individual gifts, interests and talents
- Community benefits when each person contributes
- Relationships flourish on a foundation of mutual trust and respect
- Continuous learning is essential for personal fulfillment, opportunity and success

Educational Goals

The goal of Eden Prairie Schools EL program is to help students build a foundation of content knowledge, academic problem-solving skills, and English proficiency. To meet this goal, Eden Prairie Schools follows the **WIDA English Language Development (ELD) standards**, and **Minnesota's Academic standards in ELA, Math**, **Science, Social Studies, and Physical Education/Health**. EPS serves students both in their core classes, and in pull out, EL-only classrooms depending on each student's linguistic needs.

Systems of Support	
Universal supports	All students served in the EL program are instructed in the core grade level standards. EL and classroom teachers collaborate weekly to meet the language needs of the student.
Targeted supports	Some students are served through core-embedded services of the EL program
Unique supports	Few students are served in the pull-out services of the EL program

Definitions

English Learner (EL)

Eden Prairie Schools follows the state definition of English learner as defined in [Minnesota Statutes section 124D. 59, subdivision 2](#):
'English learner' is "a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a school readiness plus program who meets the following requirements:

> 1. the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
> 2. the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

WIDA

WIDA is the consortium that hosts the standards for English language development, standards, and assessments; the state of Minnesota is a member of the WIDA consortium.

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EL Program Placement Procedure

Eden Prairie Schools follows Minnesota's Department of Education's (MDE) Standardized English Learner Procedures for Identification, Screening, Program entrance & Continuing eligibility, and Program exit.

Minnesota Language Survey

Every student who enrolls in Eden Prairie Schools, regardless of linguistic background, is required to complete the Minnesota Language Survey. If any of the answers indicate a language other than English, Eden Prairie Schools is required to screen your child for English Learner services. Eden Prairie Schools does not qualify or deny students EL screening or identification based on their surname or language minority status.

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
2. My student speaks:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
3. My student understands:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
4. My student has consistent interaction in:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	

English Language Proficiency Assessment

Students who have identified a language other than English on the Minnesota Language Survey will be screened with a state-approved English language proficiency assessment. In Eden Prairie Schools, we use the following state-approved language proficiency assessments to determine students language proficiency:

Kindergarten Screener: 1st semester Kindergarteners will take two of the four domains of the screener (listening & speaking)

Kindergarten Screener: 2nd semester Kindergarteners will take all four domains of the screener (listening, speaking, reading, and writing)

WIDA Screener: 1st - 12th graders who are new to the country, or do not have ACCESS test results from the school year

Previous ACCESS Scores: 1st - 12th graders who have taken the ACCESS test during the last school year in Minnesota, or another WIDA consortium state

English Proficiency: Program Entrance and Exit Criteria	Students qualify for EL program services based on the results of the English proficiency assessment or screener. Eden Prairie Schools follows the state entrance criteria:

Kindergarten WIDA Screener:

WIDA Screener for Kindergarten
WIDA certified test administrators can begin administering this new ELP screener as soon as July 1, 2021. *Students presenting with literacy skills may complete all four domain tests for the first semester of Kindergarten.*

Identification Criteria:

First Semester:
An overall composite score of 4.5 or higher (if taking all four domain tests)
An oral composite score of 4.5 or higher (if taking only the listening and speaking tests)

Second Semester (and first semester of grade 1)
An overall composite score of 4.5 or higher (test must include all four domains)

Progress Monitoring to Correct Cases of Potential Misidentification
We strongly recommend an all-domain rescreening in 2nd semester of Kindergarten (on or after January 1) for students initially identified as proficient (with only the listening and speaking tests) if they are showing any evidence of needing ELD instruction to fully access grade-level instruction and standards as the year progresses.

WIDA Screener:

WIDA Screener Grades 1-12: *Online and Paper*
The student is identified as an English Learner *if either of the statements below are true*: 1. Overall composite is **below** 4.5. 2. Any domain score is below 4.0.
*The score indicates that the student is **NOT** an English Learner if both criteria below are true:* 1. Overall composite score is 4.5 or higher 2. **Each** domain score is 4.0 or higher

Eden Prairie Schools may also use a student's previous ACCESS test results (not older than previous school year) to determine if a student continues to qualify for EL services.

Students are exited from EL service when they have met proficiency on the annual ACCESS assessment.

Eden Prairie Schools follows the state exit criteria:

Required Action	Student's ACCESS result

1. Exit and reclassification are required	Student score on ACCESS 2.0 satisfies **both** of the following criteria:
	
	    a. Overall composite score of 4.5 or higher AND
	    b. A score of 3.5 or higher in each of the four domains (L, S, R & W)

2. Additional criteria must be applied to determine continuing EL eligibility	Student score on ACCESS 2.0 satisfies **both** of the following criteria:
	
	    a. Overall composite score of 4.5 or higher AND
	    b. Only one domain score is below 3.5
	
	*For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page

3. Student is not yet proficient and maintains EL status and continues to receive both
 	
a. ELD instruction
b. ELP - based support throughout the school day
	Student score on ACCESS 2.0 includes:
	
	    a. An overall composite score that is less than 4.5 **OR**
	    b. Two or more domain scores are below 3.5

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Parent Notification

Federal and state laws require all districts to inform parents of their rights, and their child's placement in and exit from the EL Program. These notifications will be mailed to families during the following timelines:

Initial Entrance into EL Program
Students new to Eden Prairie schools will be notified in writing within 10 school days of qualifying for EL service

Continuing Entrance into EL Program
Students returning to Eden Prairie schools will be notified in writing within 30 school days from the beginning of the school year when their child continues to qualify for EL services. This notice will be sent yearly.

Exit from EL Program
Students who have met proficiency and will be exited from the EL program will be notified in writing by September.

Refusal of EL Services
Parents have the right to decline EL services and may do so by contacting their child's EL teacher. The student will continue to be identified as an English learner and will be required to take the annual English language proficiency assessment (ACCESS) until they reach English proficiency as measured by the state approved English proficiency assessment (see WIDA).

Average Time in EL Program
While research shows the average time to acquire academic English is 5-7 years, the length of time a student spends in the EL program services depends on many factors. These factors include: grade level at start of EL service, age, level of proficiency when students start in the EL program, previous education, and more. 80% of the students in the EL Program in Eden Prairie Schools reach proficiency and exit EL services in 5-6 years.

EL Service Model

English language development (ELD) - These classes are taught by a licensed EL teacher, outside of the student's core classes. They focus on language development in listening, speaking, reading, and writing. These courses are taught in English only.

Collaboration & Push In - A licensed EL teacher collaborates with classroom teachers to provide language instruction in collaboration with classroom teachers through scaffolded content, co-teaching, and in-class support.

Sheltered EL classes - These classes are offered at our high school for newcomers at EL levels 1-2 who need core credits in content areas. These classes are taught by a licensed content teacher in collaboration with an EL teacher, or a dual licensed teacher. The grade level content is taught in English and scaffolded for the students language proficiency level.

Consultation with classroom teachers - EL teachers regularly collaborate at least weekly with classroom teachers to embed and integrate language instruction into core lessons for students in the EL program. This allows ELs to access grade level core instruction at their English proficiency level.

Amount and Scope of Instruction

Amount of instruction varies by student, and is determined in collaboration with the teachers, student and family. Students at lower proficiency levels will generally receive more direct instruction more frequently than students at higher proficiency levels. As students increase in proficiency, we gradually release direct instruction and provide more collaborative practices in the classroom. For all ELs, we focus on providing instructional matches in reading, writing, speaking based on each student's individual needs. We are dedicated to frequently collaborating with core/classroom teachers for students at all levels to ensure students are receiving scaffolded instruction and learning at their English proficiency level.

Elementary   Amount & Scope of Instruction

Elementary K-5	EL Proficiency Level 1-2	EL Proficiency Level 3-4
Direct	Up to 120 minutes per week of EL support (embedded in core, or ELD pull-out classes)	Up to 60 minutes per week of EL support (embedded in core classes, and/or skill specific small groups)
Indirect (consultative)	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction

	strategies into lessons	strategies into lessons

Middle School

Amount & Scope of Instruction

Middle School (6-8)	EL Proficiency Level 1-2	EL Proficiency Level 3-4
Direct (embedded in core, or ELD pull-out classes)	2 ELD classes per term, if needed	1 ELD class per term, if needed
Indirect (consultative)	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction strategies into lessons	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction strategies into lessons

High School

Amount & Scope of Instruction

High School (9-12)	EL Proficiency Level 1-2	EL Proficiency Level 3-4
Direct (embedded in core, or ELD pull-out classes)	1 ELD class per term, if needed 1 Sheltered class per term, if needed	1 ELD class per term, if needed
Indirect (consultative)	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction strategies into lessons	EL teacher and classroom teacher meet at least 1 time per week to incorporate linguistic scaffolds and interaction strategies into lessons

Assessments	
WIDA Screener	**What**: English language proficiency screening tool used to determine student's English proficiency level and qualification for EL service **Who:** Given to K-12 students new to the district who do not have previous ACCESS scores (within 1 year) or who have not exited the EL program in Minnesota. **When**: Upon enrollment in district
ACCESS for ELLs	**What**: Annual English language proficiency assessment **Who:** Given to all K-12 students who are identified as English Learners, including students who refuse EL service **When**: Annually in winter (January - March)
WIDA Speaking and Writing Rubric	**What**: A tool used to formatively assess student's speaking and writing skills in English. **Who:** Given to students served in EL program to monitor their progress in speaking & writing **When**: Bi-weekly for progress monitoring, or if students requires additional language instruction after reaching proficiency (one domain below 3.5) on ACCESS for ELLs assessment