

## **Language Instruction Educational Program (LIEP) St. Michael-Albertville School District**

### **Program Description**

The English Learner (EL) program in District 885 supports learners in acquiring the English needed to succeed in the classroom, in accordance with the State of Minnesota Guidelines and English Language Proficiency Standards. EL licensed teachers provide direct English language instruction to identified students in the domains of speaking, listening, reading and writing, as well as provide consultation support to classroom teachers, support staff and students based on each student's English language learning needs. Para-educators and specially trained teachers support mainstream classroom instruction for EL students.

### **PART I: ENGLISH LEARNER IDENTIFICATION, PLACEMENT AND PROGRAM EXIT**

In Minnesota, an EL is defined as a learner who:

- a) first learned a language other than English, comes from a home where a language other than English is usually spoken, or does not use English as a primary language;
- b) lacks the necessary English skills to fully participate in classes taught in English.

Part (a) is measured by the Minnesota Language Survey (MNLS) which must be given to every student entering the district for the first time. Part (b) is determined by current Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. Minnesota adopted the WIDA standards for English Language Development. St. Michael-Albertville uses the state WIDA assessments (ACCESS for ELLs, WIDA Screener) as the indicator for student placement.

All EL students are assessed on an annual basis using the ACCESS for ELLs assessment to determine growth and progress toward proficiency. The WIDA-ACCESS Placement Test (W-APT) is a similar assessment given to incoming kindergarten students and the WIDA Screener is given to students with no previous ACCESS testing data for the purpose of obtaining baseline English proficiency levels. Both assessments are aligned to English Language Proficiency (ELP) Standards and give educators and parents information about the English language proficiency level of ELs in the areas of listening, speaking, reading and writing.

The various portions of the ACCESS and WIDA Screener assessments are combined to form an overall proficiency score which is used to assist with programming placement. The reading and writing portions are weighted at 35% each of the overall score, and listening and speaking are weighted at 15% each. The final rating ranges from 1 to 6, with 1 representing an entering level and 6 representing English language proficiency. It is important to note the overall score is not rounded. For example, while a student may score at a 3.9, their level would remain at a level 3. The language level of the student is used to determine EL programming placement.

## Identification, Placement and Program Exit Procedures

### Step 1: Identification

The MNLS or teacher referral indicates possible EL status. If there is no ACCESS test data in the student's cumulative record, the WIDA Screener assessment is administered by a licensed EL instructor.

### Procedure for Administering the Minnesota Language Survey

1. The MNLS is included on the STMA District Enrollment form and is administered to all incoming students.
2. Each building's MARSS coordinator enters all student information, including home language, into the Student Database System.
3. A copy of the enrollment form for any student with a home language designation other than American English is forwarded to the building's English Learner (EL) instructor.

### Step 2: Program Entrance

A student's English language proficiency is evaluated using the ACCESS or WIDA Screener assessment to determine eligibility for EL programming.

### Procedure for Grades K-12 EL Programming Entrance: Students New to District

1. The EL instructor reviews the testing data and cumulative folder of all students with a home language designation other than American English.
2. Students without a current ACCESS score will be assessed using the WIDA Screener.
3. Students are eligible for EL Services if any of the following criteria is met:
  - a. Current ACCESS or WIDA Screener overall proficiency score is below 4.5 or the score for any one modality (listening, speaking, reading or writing) is below 3.5.
  - b. EL Services were provided in the student's previous school district.
  - c. For Kindergarten students, a screener score on the W-APT of 27 or less.
4. EL instructors use ACCESS Composite Score and the *Amount, Scope and Sequence of EL Services* document (see Part III) to determine EL placement for support.

### Procedure for EL Programming: Current Students

1. The EL instructor reviews the ACCESS testing data for all current EL students. Students obtaining an ACCESS overall proficiency score below 4.5 or receiving a score below 3.5 in any one of the four modalities of listening, speaking, reading or writing are automatically eligible for continued EL services. EL Instructors use ACCESS Composite Score and the *Amount, Scope and Sequence of EL Services* document (see Part III) to determine EL placement for support.
2. Students receiving a composite score of 4.5 or higher with at least three of the domain scores (reading, writing, listening, speaking) at 3.5 or higher meet the state criteria for English language proficiency. These students enter into a process in which the EL team reviews

classroom performance, local assessment data, and documentation in the domain that is below 3.5. (See *Step 6: Program Exit*). EL Instructors use ACCESS Composite Score and the *Amount, Scope and Sequence of EL Services* document (see Part III) to determine EL placement for support

### **Step 3: Parent Notification**

Parents are notified of student placement in EL services per Federal Title III guidelines. Phone or face-to-face conversation, translated if necessary, from the EL or classroom teacher is the initial form of contact. EL programming and support services are explained, and teachers are able to answer questions and receive parental input. A follow-up letter from the EL instructor states the reasons for identification, student proficiency levels in listening, speaking, reading and writing, the amount of time and type of EL services, exit requirements, and graduation rate of EL's in the district. Parents retain the right to refuse service.

The following letters and forms are used by STMA Schools to communicate with parents regarding EL Services:

#### **EL Programming Notification Letter**

This letter is sent to parents within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year upon entering EL programming. If deemed necessary by the EL teacher, parent notification letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file. Parent Notification mailings include the following documents:

- English Learner Program Placement Notification
- ACCESS and/or WIDA Screener Results

#### **EL Program Exit Letter**

Parents are notified within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year when students are exited from EL programming. If deemed necessary by the EL teacher, EL programming exit letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file.

#### **Refusal of EL Services Form**

In the English Learner Program Placement Notification letter, parents are notified of their right to deny EL services for their child. Parents choosing this option are required to submit a *Parent Refusal of EL Services* form. A copy of the form is kept in the students' EL file.

#### **Refusal of ACCESS Testing Form**

Parents of EL students retain the right to refuse annual ACCESS testing. Parents choosing this option are required to submit a *Parent Refusal of ACCESS Testing* form on an annual basis. A copy of the form is kept in the students' EL file.

#### Step 4: Service

EL services support the student in listening, speaking, reading and writing in the following five areas:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Services are explained in more detail in the next section of this document: *PART II: ENGLISH LEARNER PROGRAMS*.

#### Step 5: Annual Progress Evaluations

Ongoing assessment will determine continued EL services. ELs participate in statewide English language proficiency assessments (ACCESS), Minnesota Comprehensive Assessments in Reading and Mathematics (MCAs), district achievement assessments including Measures of Academic Progress (MAP) and FastBridge Learning Assessments (FAST), as well as classroom assessments in English language development, reading, math, science and social studies. All student data is reviewed yearly by a licensed EL instructor.

#### Step 6: Program Exit

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. **The State of Minnesota has defined English language proficiency to be an overall ACCESS assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher.**

The district’s programming requirements for each of the EL Programming status’ is listed in the chart below.

EL Programming Status	Status Requirements
Exited Programming	Parental Notification of Exiting Programming; Reclassified to Non-LEP; No ACCESS Assessment
Continued Programming	Parental Notification of EL Programming; Retains Limited English Proficiency (LEP) Classification; EL Instructor directly services the student; ACCESS Assessment

Students who scored proficient on the prior year’s ACCESS, but scored lower than 3.5 in any one of the domains are eligible to continue to receive EL services in the domain of identified need. The STMA School District will keep the appropriate eligibility documentation in the domain in which the student scored lower than a 3.5. The documentation must include: evidence of need in core classes, evidence of need in the language support area, and notes from discussion with the IEP team, when applicable.

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. **The State of Minnesota has defined English language proficiency to be an overall ACCESS assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher. The State of Minnesota has established the following procedures for exiting students from EL classification:**

- If a student has an ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5, that student **must be exited and reclassified as no longer LEP**.
- If a student has an ACCESS composite score of less than 4.5 or two or more domain scores are less than 3.5, that student **cannot be reclassified** and must continue to receive English language development (ELD) instruction.
- If a student has an ACCESS composite score of at least 4.5 and three out of four domain scores are at least 3.5 but any one domain is below 3.5, then **teachers must use additional criteria to determine whether or not a student will remain in ELD instruction**. The additional criteria must include evidence that the student has a persistent need for English language development instruction in the domain that is below 3.5.: The documentation must include: evidence of need in core classes, evidence of need in the language support area, and notes from discussion with the IEP team, when applicable.  
Examples of evidence include: teacher observations, formative language assessment data, and local reading assessments such as reading inventories, benchmarking levels, and running records. Documentation must be placed in the student's cumulative folder. All documentation must be in reference to the domain in which the student scored below 3.5.
- Performance on content area assessments is not one of the criteria used to determine EL eligibility. Results from standardized content assessments, such as the MCA, may not be used to keep a student in ELD instruction.

#### **Exit Criteria for Students Who Cannot Complete All Four Domains of ACCESS**

A student who cannot take all domains (listening, speaking, reading, and writing) of the ACCESS with or without appropriate accommodations due to their disability, must meet all of the following criteria:

- The student must have received a valid score for the completed domains.
- The domain(s) in which the student cannot participate must have a test code of special education deferred (SPD).
- The student must have completed (i.e., received a valid score) on at least two domains.

If the criteria above are met, an alternate composite score will be computed by the Minnesota Department of Education using the domains that were completed as well as an assigned score for the missing domain(s). Scale scores will be assigned to the missing domain(s) assuming a 4.5 proficiency level.

- *Students may be exited* from EL status if the alternate overall composite score is at least 4.5 and if all completed domains are 3.5 or higher OR if one completed domain is below a 3.5.

*If a student meets the composite and domain criteria, additional criteria must also be considered.* The types of additional criteria recommended to be considered are:

- Consultation with the student's parent(s) or guardian(s) to determine if they would like to continue EL services.
- Consultation with the IEP team to determine if continued EL services would benefit the student.
- Classroom observations.
- Review of student work.
- Student grades.
- Evidence of how vision or hearing loss may impact student performance on the assessment.
- Evidence of how the student's disability impacts English language development.
- The student's input.

### **Pathway to Exit for Students Who Participate in the Alternate ACCESS**

A student who participates in the Alternate ACCESS and receives a proficiency level of P1 or P2 on the Alternate ACCESS in a given year may be exited from EL status. Additional criteria which consist of consultation with the student's parent(s) or guardian(s) to determine if they would like to continue EL services and consultation with the IEP team to determine if continued EL services would benefit the student must be conducted before the student can be exited from EL status.

Other types of additional criteria recommended to be considered are:

- Classroom observations.
- Review of student work
- Student grades.
- Evidence of how vision or hearing loss may impact student performance on the assessment.
- Evidence of how the student's disability impacts English language development.
- The student's input.

### **Step 7: Reclassification to Non-EL**

A student is reclassified as no longer LEP after exiting EL programming.

## **English Learner Exit Criteria and Reclassification Procedures**

Students exited from direct service English language instruction should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency. All students are evaluated on an individual basis. Students will be exited from EL programming if and when they meet the following criteria:

- ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5.

- ACCESS composite score of at least 4.5 and three out of four domains are at least 3.5 but at least one domain is below 3.5, and additional documented evidence does not show a need for additional language support or need for additional instruction in the domain that is below 3.5.

Parents are notified by letter when students are exited from EL programming.

### **Monitoring the Academic Progress of Former English Language Learners**

District 885 is required to monitor the academic progress made by students exited from EL programming for at least two years to ensure that:

1. They are able to participate meaningfully in the regular education program of instruction comparable to their never-EL peers and are able to reach their potential.
2. Any academic gaps not addressed while participating in the language development program have been addressed; and
3. They have not been prematurely exited from EL status.

The monitoring process incorporates data addressing the three purposes above and moves with the student as they transition between schools to ensure continuity of programming and support.

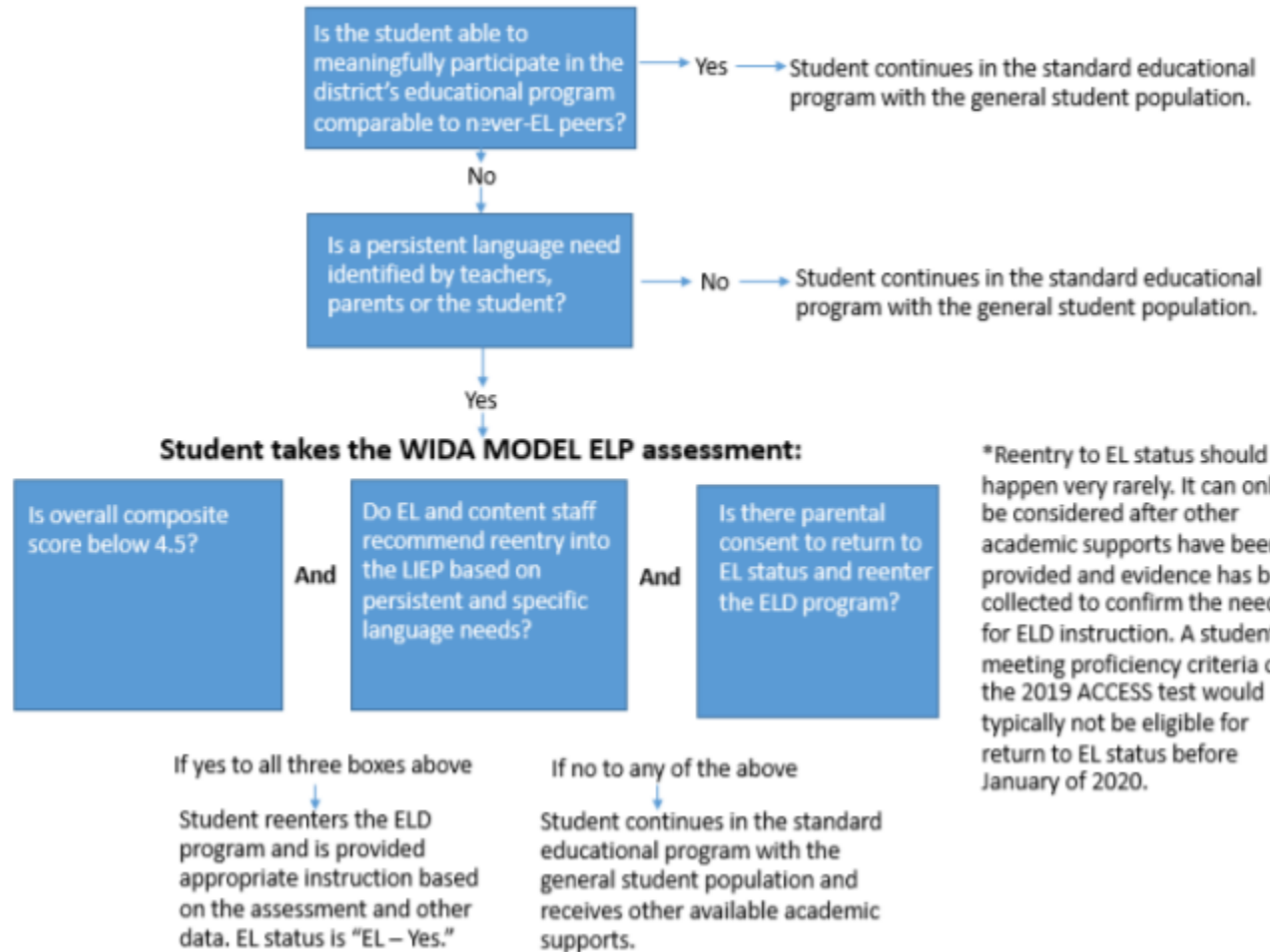
- The district's EL Coordinator, Testing & Assessment Coordinator, and EL teachers are responsible for monitoring the progress of students exiting EL programming for at least two years.
- The district will use student course assessment grades, local math and reading assessment data such as FAST and/or MAP which include benchmarks for expected growth, Pre-ACT and ACT which include college and career readiness benchmarks, teacher and parent input and student input as appropriate to monitor academic progress.
- This data must be documented and shared to ensure relevant staff can use it as evidence to determine how a student's academic performance is being impacted after exiting EL programming.
- If there are indications that exiting the EL programming has negatively impacted the students academic performance, the source of the academic struggles should be identified and academic interventions must be implemented, documented and shared with parents or guardians. For older students, plans to ensure access to the content and credit needed for graduation must be implemented and shared with parents or guardians.
- The district will use the decision-making process flowchart (see Figure 1.1 below) when monitoring the academic progress of reclassified students and considering the potential return to EL status and English language programming.
- If there is documented evidence of a persistent need in one or more language domains, along with a recommendation from the student's academic intervention team which includes an EL teacher, parents or guardians, and student, the recommendation will be reviewed by the district's EL Department. If approved, EL staff may re-test the student's English language proficiency level using the online WIDA screener. (Students are considered proficient if their overall proficiency score is 4.5 or above.

Figure 1.1 Return to English Language Programming Decision-Making Flowchart

\*If district staff identify language concerns for a reclassified student, they must document the evidence for reentry in the student's cumulative file, including:

1. Evidence of persistent and specific language needs.
2. Evidence of intervention
3. A WIDA MODEL overall composite score below 4.5;
4. EL and staff recommendations;
5. parental consent (*parents must be aware that the student will need to pass ACCESS again to exit EL status*)

All of the above must be complete and documented before a request can be made to [mde.el@state.mn.us](mailto:mde.el@state.mn.us) to change the student's MARSS status to "EL-Yes."



\*Reentry to EL status should happen very rarely. It can only be considered after other academic supports have been provided and evidence has been collected to confirm the need for ELD instruction. A student meeting proficiency criteria on the 2019 ACCESS test would typically not be eligible for return to EL status before January of 2020.

Process to Determine Student Reentry Into EL Programming



District and school staff must document the rationale for recommending that a student return to EL programming and submit the documentation to MDE. Licensed EL and content teachers, as well as the parents, must be involved in the decision-making process, and multiple measures of English language proficiency must be used to clearly establish that reentry is needed. The documented evidence must include the following:

- evidence of persistent domain specific language needs,
- documentation of academic intervention and support efforts,
- a qualifying WIDA score (overall score must be below 4.5)
- Academic Intervention team recommendations, and
- a signed parental consent agreeing to re-establish EL status and EL programming.

It is important parents understand that the student would then return to EL programming for an unspecified amount of time, take the ACCESS test annually, and the student will not exit the program until once again meeting proficiency criteria on the ACCESS test. Parents also need to be aware that they have the right to waive participation in EL programming at any time, although the students EL status remains unchanged and they continue to take the ACCESS test until reaching proficiency criteria.

### **Process to Request Student Reentry Into EL Programming**

- District or school staff send MDE the student's MARSS number along with a statement verifying the five items listed above satisfy all requirements for reentry and are documented in the student's cumulative folder.
- When these conditions are satisfied, MDE staff give permission for the student to reenter EL programming.

**NOTE:** Cases of reentry into the EL program should be rare and must be completely documented in the student's cumulative file.

## **PART II: LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) DESCRIPTION**

District 885's EL Department offers content-based EL instructional programs which promote students' English Language Proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. EL students acquire English through participation in age-appropriate instruction aligned to Minnesota academic content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

Instruction for ELs in St. Michael-Albertville Schools takes many forms. EL teachers, along with classroom teachers, para-educators, media specialists, music, physical education and art teachers, and special education staff all provide instruction to EL students. EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers,

pullouts by EL teachers and paraprofessionals, and shelter content classes are some of the instructional approaches which support the learning of EL students. Continuing professional development is provided to all staff. Some topic presentations include: Best Practices for Working with EL Students, Cultural Competency Development, Educational Equity, etc.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALP, Cummins, 1979), as students' progress. Pull-out (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable, having a lower affective filter (Krashen, 1981).

Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short. 2009). Content-based instruction is a major force in ESL pedagogy today where teachers infuse purposeful language instruction that prioritizes explicit instruction in discipline-specific language (Schleppegrell & deOliveira, 2006). District 885's EL program uses the WIDA English Language Development (ELD) Standards to promote academic language proficiency in the following areas: Social and Emotional Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

This content-based EL instruction is critical because without this instruction it is not unusual for adolescent English Learners to understand subject matter, but lack sufficient command of vocabulary and sentence structure to summarize or discuss proficiently (Dutro & Levy, 2011).

A well-designed program for EL's includes systematic instruction in the conventions of standard English, along with explicit instruction in discipline-specific language of core classes (Dutro & Levy, 2011).

At the elementary level, general education and EL licensed teachers collaborate to teach language through content using the district curriculum supported by second language acquisition strategies. The EL teacher provides support primarily in English language arts, but may provide additional support in other content areas.

At a secondary level, students receive needs-based EL services within the classroom environment. These services are provided by a licensed EL teacher, a para educator or a specially trained subject area teacher. In addition, some students participate in a course with embedded language development goals. The primary purpose of the course is to assist students in their language acquisition development in listening, speaking, reading and writing.

EL students have access to all learning opportunities and intervention programming for which they qualify. In all programs, teachers and paraeducators provide linguistic, graphic, visual, kinesthetic, interactive and emotional support to make content standards and curriculum accessible for ELs at all levels of proficiency.

### Part III: AMOUNT AND SCOPE OF INSTRUCTION

The chart on the following page includes information regarding the scope and sequence of the English Learner programming in the St. Michael-Albertville School District. It is separated into rows describing the programming offered in Elementary School Grades, Middle School West, Middle School East, and STMA High School. In addition, a brief description of the services for each English Language Proficiency Level are noted in the columns under each proficiency level heading. A student’s English Language Proficiency level is determined by their composite score on the Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. The chart describes the amount and scope of English Learner services offered at each grade level and at all levels of English language proficiency.

Composite Score	Level 1	Level 2	Level 3	Level 4	Level 4.4	Level 4.5+
<b>Elementary Schools Grades K-4</b>	Students may receive up to 60 minutes of beginning level EL instruction in a pull-out setting.	Students may receive up to 45 minutes of daily pull-out instruction to support the development in the four language domains of speaking, listening, reading and writing.	Students may receive up to 30 minutes minimum of daily pull-out instruction and the collaboration model to support growth in the mainstream.		Students may receive up to 20 minutes of daily pull-out or push-in instruction in one domain.	Students are exited who have met the exit criteria.
	An elementary English Learner receives language services in their school from a licensed EL teacher and/or paraprofessional. Students receive service based on their language proficiency level. Instruction is provided in a pull-out setting or in a collaborative model with the EL teacher and the classroom teacher. This instruction is aligned with the Common Core Standards. In all instruction, students are gaining skills and proficiency in speaking, listening, reading, and writing based on WIDA ELD Standards. EL program teachers communicate with classroom teachers regarding student progress on an ongoing basis.					
<b>Middle Schools Grades 5-8</b>	The students may be in a beginning level EL class daily for 50 minutes building English language proficiency in listening, speaking, reading, and writing layering WIDA ELD Standards within the Common Core Standards. Level 1 students receive one-on-one skills instruction.		The students may be in an intermediate level EL class daily for up to 50 minutes building English language proficiency in listening, speaking, reading, and writing layering WIDA ELD Standards within the Common Core Standards. They are also receiving support with content area vocabulary, assignments, and tests in science, math, language arts, and social studies/history.		Students will have support with classes as needed. This may include Responsive Hour, SEL (study period) or push-in support.	Students are exited who have met the exit criteria.
	Online students may receive up to 30 minutes of support daily. Students will have support with core classes as needed through online meets.					
<b>High School Grades 9-12</b>	Students may receive up to 2 class periods per day of EL instruction. Initial focus is on BICS (Basic Interpersonal Communication Skills). In addition, students will have support from teacher/para in classroom or sheltered instruction in content area classes as needed.	Students may receive 1-2 class periods per day of EL instruction to develop CALP (Cognitive Academic Language Proficiency) in content areas. In addition, students will have support from teacher/para in classroom or sheltered instruction in content area classes as needed.	Students may receive one class period per day of EL instruction to develop academic language. Support will be provided in content area classes as needed.	Students may receive one class period per day of EL instruction to develop academic language. Support will be provided in content area classes as needed.	Students will have support with classes as needed. This may include an EL class, SNAP (study period), or push-in support. Students may be exited if they fulfill exit criteria.	Students are exited who have met the exit criteria.
	WIDA ELD standards are layered within the Common Core Standards.					

## **Part IV : Communication of Language Instruction Education Program (LIEP) Plan Information**

Research confirms children whose parents are involved in supporting their learning perform better in school. Parent involvement is especially critical for supporting successful language development. Parent involvement includes helping to meet family and community needs as well as providing opportunities for families to give back to the community. Family engagement assists all stakeholders in building relationships and creating a community of support. District 885 is committed to creating positive and collaborative parent, family, and community engagement, which is achieved in the following manner:

### **Parent Notifications:**

Parents of all students currently enrolled in English Learner (EL) programming are provided with the following information within 30 days of each school year. The following forms are sent to parents in their home language (when applicable).

- Notification of their child's participation in the LIEP.
- Description of the LIEP including its intended benefits for their children and an explanation of its effectiveness.
- Notification of their right to refuse LIEP services.

In addition, the district's LIEP Plan is posted on the district website.

### **Family Outreach:**

District 885 provides outreach to parents of ELs to inform them how they can be involved in the education of their children and active participants in the process of assisting their children in attaining English proficiency and succeeding academically. This outreach includes:

- Email, Letter, and Telephone Communication with Parents
- EL Staff Availability at Open House
- Parent / Teacher Conferences
- EL Family Night
- Promotion of Adult ESL Classes and Shared Community Resources

### **Translation and Interpretation Services:**

Translation and interpretation services will be provided in the preferred language of parents. This may include:

- Professional Interpreting Services or Language Line
- School Website is Accessible in Multiple Languages