AUSTIN PUBLIC SCHOOLS

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN

Office of Teaching and Learning

Updated June 2026

At Austin Public Schools, we are **preparing all learners to make a difference in the world.**













TABLE OF CONTENTS

Purpose of the LIEP Plan 4
Glossary of EL Terms 4
English Learner Department Goals 5
EL Department 5
EL Leadership Team Membership 5
Minnesota State Statute 6
Minnesota's Definition of an English Language Student (Minnesota Statute 124D.59) 6
Language Instruction Educational Program Plan (LIEP Plan) State Statute: (Minnesota Statutes, section 124D.61) 6
EL Student Identification Criteria and Procedures 6
Student Identification Process 6
English learners (ELs) are identified using the following steps: 6
EL Student Placement Criteria 7
First Semester: 7
Second Semester 7
Early Childhood 7
EL Student Placement Process 7
Program Entrance 7
Other EL Student Considerations 8
American Sign Language as a Home Language 8
SLIFE (Students with Limited or Interrupted Formal Education) Identification 8
Immigrant Identification 8
Dual Identified EL Students 8
Dual Identification-Special Education and EL 8
Gifted and Talented Identification 9
Declining EL Services 9
Austin EL Programming 9
Description of Austin EL Programming 9
Special Education and EL Services 10
Grade Placement of Student Upon Enrollment 10
Early Childhood EL 10
Grading EL Students 10
WIDA Proficiency Levels 10

Early Childhood Program 11
Elementary EL Program 11
Elementary EL Program Notes 11
Pull Out Services 11
Push In Services 11
IJ Holton EL Program 12
IJ Holton EL Program Notes 12
Pull Out Services 12
Push-In Services 12
Ellis EL Program 13
Ellis EL Program Notes 13
Pull Out Services 13
Co-Taught Services 13
High School EL Program Pathways 14
Exiting the EL Program 23
EL Programming Exit Criteria 23
Plan Updates 24
Family and Community Communication Procedures 24

PURPOSE OF THE LIEP PLAN

The purpose of the LIEP Plan is to provide transparency and coordinate support for English Language Learners, their families, staff, and community members.

GLOSSARY OF EL TERMS

ACCESS	Assessing comprehension and Communication in English State to State for English Learners, the statewide annual assessment used by Minnesota public schools to measure progress and proficiency for English Learners.
Alternate ACCESS	Assessing Comprehension and Communication in English State to State for English Learners: a language assessment for ML students with the most significant cognitive disabilities. This assessment is used for students who are unable to respond to the ACCESS test due to the barriers imposed by their disabling conditions.
Co-Taught Instruction	Team of 2 teachers working together to support learners through planning, instruction and assessments
EL	English Language- term used to describe services and programming offered to students learning English
L1	First language—the first language spoken by a student
L2	Second Language-the second language being acquired, usually English for our purposes
Long-term English Learner (LTEL) or Long-Term Emergent Multilinguals (LTEMS)	Students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency and who are struggling academically due to their limited English skills. LTEMS have highly developed basic interpersonal communication skills but have a less developed command of academic and content-specific vocabulary.
MNLS	Minnesota Language Survey-required to be completed by families upon registration
ML	Multilingual term used to describe students who are proficient or working towards proficiency in more than one language. Not all ML students are in EL programming.
Newcomer	Students who have been in the country less than 2 years AND who test at the beginning English proficiency level on the WIDA screener.
RAEL	A Recently Arrived English Learner (RAEL) is defined as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a

	school in one of the 50 states or the District of Columbia on or after April 15 of the previous school year. A student can only be identified as a RAEL one time.
WIDA Screener	A WIDA Screener is an English language proficiency assessment given to new students in grade K-12 to help educators identify whether they are English Learners (ELs).
Sheltered Instruction	an approach for teaching content to English learners in strategic ways that make the subject matter comprehensible while promoting the development of English proficiency
SLIFE	Students with limited or interrupted formal education (SLIFE) are an important group of English learners. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act defined SLIFE in Minnesota. The definition was updated in state legislation in 2023.
WIDA	World Class Instructional Design and Assessment: the consortia of states that work together to develop best practices for instruction and assessment for ELs. This organization crafted the English Language Development Standards that are used for EL instruction and assessment.

ENGLISH LEARNER DEPARTMENT GOALS

The English Language Learner Program in Austin Public Schools supports the district vision of preparing all learners to inspire, empower and accelerate so that they may make a difference in the world.

DISTRICT CONTACT

Katie Baskin, Executive Director of Academics and Administrative Services
Phone: 507-460-1904
katie.baskin@austin.k12.mn.us
https://www.austin.k12.mn.us/district-offices/teaching-and-learning/english-learning-program

EL LEADERSHIP TEAM

- NEW, K-12 EL and Curriculum Coordinator
- Andrea Malo, 5-12 Curriculum Coordinator, GT Coordinator
- Allison Gunderson, AHS Assistant Principal
- Kane Malo, IJ Holton Assistant Principal
- Jackie Thompson, AHS
- Bethany Morische, Ellis
- Nicole Kinney, IJ Holton
- Mali Ciola, Banfield
- Stephanie Dolan, Neveln
- Jordan Pline, Sumner
- Amy Goette, Early Childhood

MINNESOTA STATE STATUTE

MINNESOTA'S DEFINITION OF AN ENGLISH LANGUAGE STUDENT (MINNESOTA STATUTE 124D.59)

A student, as declared by a parent or guardian:

1. First learned a language other than English OR
2. Comes from a home where the language usually spoken is other than English OR
3. Usually speaks a language other than English

The student is determined 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 classes taught in English.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN (LIEP PLAN) STATE STATUTE: (MINNESOTA STATUTES, SECTION 124D.61)

General Requirements for the Programs requires a district enrolling one or more English learners to implement an educational program that includes a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of serve offered to English learners through an educational program for English learners.

EL STUDENT IDENTIFICATION CRITERIA AND PROCEDURES

STUDENT IDENTIFICATION PROCESS

Students must be identified for EL programming within 30 days at the beginning of the school year, and within ten days for students enrolling after the initial 30-day window.

ENGLISH LEARNERS (ELS) ARE IDENTIFIED USING THE FOLLOWING STEPS:

1. Identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment and/or student/family interviews to gather language information. The four language-related questions found on the MNLS are as follows:
   - What language(s) did your child learn first?
   - What language(s) does your child speak?
   - What language(s) does your child understand?
   - What language(s) does your child have consistent interaction in?
2. Based on the MNLS responses, the EL Coordinator will determine if the student should be screened to determine eligibility. The EL Coordinator will also review ACCESS scores for students transferring from another school as evidence of past participation in EL programs. Screening for English language ability will be conducted using a state-approved language proficiency assessment, WIDA Screener.
3. An interview will be conducted by a staff member with the student and family members to gather information regarding language acquisition and previous schooling experiences.
4. Information regarding previous EL services, class work samples, and grades may be considered as students are placed in EL services.

EL STUDENT PLACEMENT CRITERIA

For a student to be considered English proficient, a student must have:

FIRST SEMESTER:

Kindergarten & First Semester 1st grade Students: Kindergarten WIDA Screener

- **Kindergarten:** An oral composite score of 4.5 or higher (listening and speaking)
- **1st Semester 1st Grade:** An overall composite score of 4.5 or higher (listening, speaking, reading and writing)
- **Grades 2-12:** WIDA Screener
- **Online:** Composite score of 4.5 with no domains below a 4.0

SECOND SEMESTER

**On a case-by-case basis students may be rescreened in the second semester to validate outcome of initial screening.*

- **Kindergarten:** An oral composite score of 4.5 or higher on all four domains
- **2nd Semester 1st Grade - 12th Grade Students:** WIDA Screener
- **Online:** Composite score of 4.5 with no domains below a 4.0

EARLY CHILDHOOD

- PreLAS screener given in Voluntary PK and/or Early Childhood Special Education
- For a student to be considered English Proficient they must score at least a 4 or a scale-score of 77.

EL STUDENT PLACEMENT PROCESS

PROGRAM ENTRANCE

Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:

- WIDA Screener scores
- ACCESS scores
- Prior performance in US schools
- Student performance in class
- Benchmark information in grades K-8 from district assessments

Additional information, such as time in US schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.

When a student's EL program instructional services have been determined, the school sends a notification letter to the family within the required timeframe. The letter notifies parents of their child's eligibility to receive EL support.

The school begins providing EL services and the district Student Specialist enters the information into MARSS:

- The student's status as "EL-Yes"
- The home (primary) language, and
- The date the student first received EL services in the district

OTHER EL STUDENT CONSIDERATIONS

AMERICAN SIGN LANGUAGE AS A HOME LANGUAGE

All parents or guardians must complete a Home Language Survey. Parents who are Deaf and use American Sign Language (ASL) may indicate that their child's home language is ASL even if their children are able to hear. These students MAY be screened for English Language Proficiency, but the district is not required to do so. In certain cases where appropriate, a hearing student whose home language is ASL may be service in the English language development program.

SLIFE (STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION) IDENTIFICATION

The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. 124D.59, Subd 2a) is an English learner who has at least two fewer years of schooling than the English learner's peers when entering school in the United States.

IMMIGRANT IDENTIFICATION

Upon enrollment, information is collected (with an interpreter if necessary) to determine if the student meets the criteria to qualify for the Immigrant Children and Youth Grant:

1. A child who is aged 3 through 21
2. Was not born in the United States or any US territory
3. Has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

DUAL IDENTIFIED EL STUDENTS

DUAL IDENTIFICATION-SPECIAL EDUCATION AND EL

The EL teacher and the Special Education Case Manager jointly review special needs and referrals for EL identified students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being culturally or linguistically diverse students. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

GIFTED AND TALENTED IDENTIFICATION

All students are screened for potential services in our Gifted and Talented program using assessments that include non-verbal communication skills. The program focuses on critical thinking, reading, math, and creativity while supporting students in their overall well-being.

DECLINING EL SERVICES

Parents/guardians may decline to complete the Minnesota Language Survey. They can also decline to have their student screened for English Proficiency.

These refusals should be documented by the district and placed in the student's records. Parents/guardians may decline to have their student enroll in a language instruction education program. This written refusal must be collected **annually** and placed into the student's records.

Students for which their parents have opted them out of EL services are still required to participate in the ACCESS test annually. The parents do have the option to refuse all statewide testing, which would eliminate ACCESS and MCA's.

EL Services Parent Refusal Form (en Español)

State Assessment Information and Refusal Forms

AUSTIN EL PROGRAMMING

DESCRIPTION OF AUSTIN EL PROGRAMMING

The EL program provides English language instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD (English Language Development) and content standards through professional development. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking. Listening, Reading and Writing.
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs.
- All staff provide culturally responsive resources and services to EL students and their families.
- EL teachers align their program with the district's curricula in English literacy, Minnesota ELD Standards, and Minnesota state content standards.

SPECIAL EDUCATION AND EL SERVICES

Austin Public Schools does not place or withhold placement of any student in a special education program based on their English proficiency. The criterion for special education is set in accordance with the Individuals with Disabilities Education Act.

Students who are dually identified as English Learners and Special Education students may continue to receive EL services as determined by the student's Individualized Education Plan (IEP). The IEP team will determine what level of EL service is appropriate given the student's need.

GRADE PLACEMENT OF STUDENT UPON ENROLLMENT

Placing students who are identified as ML at a lower grade because they do not speak English may be considered against their civil rights. Students are placed in the age-appropriate grade level, matching grade-alike peers. If a student arrives in high school, consideration will be given to their age-out date, and back plan for grade placement accordingly. Ultimately grade placement is the principal's responsibility and should be determined in collaboration amongst members of the leadership team.

EARLY CHILDHOOD EL

Early Childhood Screener Procedure: When Voluntary PreK (VPK) and/or Early Childhood Special Education (ECSE) students are identified as ML students based upon the Home Language Survey an Early Childhood staff member will administer the PreLAS assessment to determine if the student receives EL services. The score that students must achieve on the PreLAS must be at least a 4 or a scale-score of 77. Whether or not the student qualifies for services using the PreLAS in VPK/ECSE, they must be rescreened again in Kindergarten based on their HLS. If a VPK or ECSE student qualifies for services, their parents or guardians should be notified by a letter in their preferred home language.

GRADING EL STUDENTS

Students identified as EL should accomplish the same outcomes using modified language functions and instructional supports. They should be given opportunities to demonstrate content learning in varied and appropriate ways with multiple opportunities to demonstrate mastery. If a student identified as EL is failing, the teachers should have supporting evidence as to what factors other than limited English proficiency contributed to the failing grade and what modifications were made.

WIDA PROFICIENCY LEVELS

Proficiency levels are interpretive scores. They are interpretations of scale scores that may be used to show what students can do with their language development, based on their performance on the assessment. Proficiency level scores are reported from 1.0 to 6.0. They describe the student's performance in terms of the six WIDA English Language Proficiency Levels:



The proficiency level scores in a whole number followed by a decimal. The whole number reflects the

student's proficiency level, and the number after the decimal point reflects how far the student has progressed within that level.

EARLY CHILDHOOD PROGRAM

When early childhood students are identified as ML students their services will be provided in the classroom with same age peer models. At this stage of development, students need time to practice their basic interpersonal communication skills and learn around authentic play. However, Early Childhood teachers may want guidance around best practices in accommodating and supporting ML students in their classrooms. Collaboration between the EL department and the EC department will occur to ensure that needs are met.

ELEMENTARY EL PROGRAM

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Newcomers	20-40 min	20-40 min	40-60 min	40-60 min	40-60 min
WIDA Level 1	20-40 min	20-40 min	40-60 min	40-60 min	40-60 min
WIDA Level 2	20-40 min	20-40 min	40-60 min	40-60 min	40-60 min
WIDA Level 3	20-40 min	20-40 min	20-40 min	20-40 min	20-40 min
WIDA Level 4	20-40 min	20-40 min	20-40 min	20-40 min	20-40 min
POD/EL	20 minutes per week				

ELEMENTARY EL PROGRAM NOTES

- Service minutes may be adjusted based on individual student needs.
- The goal will be to see students 5 days a week, but schedules will be flexible based on student needs.
- Services will be provided in a push-in or pull-out model.

PULL OUT SERVICES

Pull out model involves the ELD teacher pulling students **OUT** of the general education classroom to work in a small group setting in another room. ML students receive small group instruction for English Language Development (ELD) in foundational listening, speaking, reading, writing for students in WIDA Level 1 and 2. For students in WIDA level 3 and 4, instruction focuses on specific language skill development through grade level content.

PUSH IN SERVICES

Push in model involves the ELD teacher working **INSIDE** the regular education classroom.ML students are served in their grade level classroom, receiving instructional support for English Language Development (ELD) in listening, speaking, reading, writing. Instruction is aligned with grade level content standards, and WIDA ELD standards.

IJ HOLTON EL PROGRAM

	5th Grade	6th Grade
Newcomer-First time in a US public school for less than 12 months and scores 1.0-1.5	30-50 minutes	30-50 minutes
WIDA Level 1-1.9 (non-LTEM)	30-50 minutes	30-50 minutes
WIDA Level 2-2.9 (non-LTEM)	30 minutes	30 minutes
WIDA Level 3 (include lower scoring LTEM)	30 minutes	30 minutes
WIDA Level 4 (include lower scoring LTEM)	20 minutes	20 minutes
Setting III SPED	20 minutes per week as needed	

IJ HOLTON EL PROGRAM NOTES

- Service minutes may be adjusted based on individual student needs.
- Services will be provided in a push-in or pull-out model.

PULL OUT SERVICES

Pull out model involves the ELD teacher pulling students **OUT** of the general education classroom to work in a small group setting in another room. ML students receive small group instruction for English Language Development (ELD) in foundational listening, speaking, reading, writing for students in WIDA Level 1 and 2. For students in WIDA level 3 and 4, instruction focuses on specific language skill development through grade level content.

PUSH-IN SERVICES

Push-in model involves the ELD teacher working **INSIDE** the regular education classroom.ML students are served in their grade level classroom, receiving instructional support for English Language Development (ELD) in listening, speaking, reading, writing. Instruction is aligned with grade level content standards, and WIDA ELD standards.

ELLIS EL PROGRAM

	7th Grade	8th Grade
Newcomer-First time in a US public school for less than 12 months and scores 1.0-1.5	Language Arts: sheltered Math: sheltered Social Studies: sheltered Science: sheltered	Language Arts: sheltered Math: sheltered Social Studies: sheltered Science: sheltered
WIDA Level 1-1.9 (non-LTEM)	Language Arts: sheltered Math: sheltered *may be in core based on math scores Social Studies: sheltered Science: sheltered	Language Arts: sheltered Math: sheltered *may be in core based on math scores Social Studies: sheltered Science: sheltered
WIDA Level 2-2.9 (non-LTEM)	Language Arts: sheltered Co-teaching options: Math, Science Social Studies	Language Arts: sheltered Co-teaching options: Math, Science Social Studies
WIDA Level 3 (include lower scoring LTEM)	Language Arts: sheltered or co-taught Math: Co-taught based on need Social Studies: Co-taught or Science: Co-taught	Language Arts: sheltered or co-taught Math: Co-taught based on need Social Studies: Co-taught or Science: Co-taught
WIDA Level 4 (include lower scoring LTEM)	1 Co-Taught Core Class	1 Co-Taught Core Class

ELLIS EL PROGRAM NOTES

- Service minutes may be adjusted based on individual student needs.
- Services will be provided in a sheltered or co-taught environment

PULL OUT SERVICES

Pull out model involves the ELD teacher pulling students **OUT** of the general education classroom to work in a small group setting in another room. ML students receive small group instruction for English Language Development (ELD) in foundational listening, speaking, reading, writing for students in WIDA Level 1 and 2. For students in WIDA level 3 and 4, instruction focuses on specific language skill development through grade level content.

CO-TAUGHT SERVICES

Co-Taught refers to an instructional model in which a general education teacher and an English Language (EL) teacher work collaboratively to support students who are English learners. In this setting, the two teachers share the responsibility for planning, delivering lessons, and assessing student progress. The goal is to help English learners develop language proficiency while also accessing the content in subjects like math, science, or social studies.

HIGH SCHOOL EL PROGRAM PATHWAYS

9th Grade Composite Score: 1.0 – 1.9		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Beginning Language Arts	Language Arts 9 or Language Arts 9 Standard
Social Studies (1.0 Credit)	EL World History or Sheltered EL Social Studies Class	World History
Science (1.0 Credit)	EL Integrated Science	Integrated Science
Mathematics (1.0 Credit)	EL Intermediate Algebra	Intermediate Algebra
Packer Profile (1.0 Credit)	EL Packer Profile or Packer Profile	Packer Profile
Elective Classes (2.0 Credits)	2 electives per semester	2 electives per semester *Note: Health is a common 9th grade elective*
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer)	

9th Grade Composite Score: 2.0 – 2.5		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Intermediate Language Arts	Language Arts 9 or Language Arts 9 Standard
Social Studies (1.0 Credit)	EL World History or Sheltered EL Social Studies Class	World History
Science (1.0 Credit)	EL Integrated Science	Integrated Science
Mathematics (1.0 Credit)	EL Intermediate Algebra	Intermediate Algebra
Packer Profile (1.0 Credit)	EL Packer Profile or Packer Profile	Packer Profile
Elective Classes (2.0 Credits)	2 electives per semester	2 electives per semester *Note: Health is a common 9th grade elective*
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer)	

9th Grade **Composite Score: 2.6 – 3.2**		
	EL Services *Enrolled in 3 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Intermediate Language Arts	Language Arts 9 or Language Arts 9 Standard
Social Studies (1.0 Credit)	EL World History or Sheltered EL Social Studies Class	World History
Science (1.0 Credit)	EL Integrated Science	Integrated Science
Mathematics (1.0 Credit)	EL Intermediate Algebra	Intermediate Algebra
Packer Profile (1.0 Credit)	EL Packer Profile or Packer Profile	Packer Profile
Elective Classes (2.0 Credits)	2 electives per semester	2 electives per semester *Note: Health is a common 9th grade elective*
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer)	

9th Grade **Composite Score: 3.3 – 3.9**		
	EL Services *Enrolled in 2 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Language Arts	Language Arts 9 or Language Arts 9 Standard
Social Studies (1.0 Credit)	EL World History or Sheltered EL Social Studies Class	World History
Science (1.0 Credit)	EL Integrated Science	Integrated Science
Mathematics (1.0 Credit)	EL Intermediate Algebra	Intermediate Algebra
Packer Profile (1.0 Credit)	EL Packer Profile or Packer Profile	Packer Profile
Elective Classes (2.0 Credits)	2 electives per semester	2 electives per semester *Note: Health is a common 9th grade elective*
Other Supports Available	REACH, Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer)	

9th Grade **Composite Score: 4.0+**		
	EL Services ***Enrolled in 1 EL Class***	**Traditional Education Path**
Language Arts (1.0 Credit)	N/A	Language Arts 9 or Language Arts 9 Standard
Social Studies (1.0 Credit)	EL World History or Sheltered EL Social Studies Class	World History
Science (1.0 Credit)	EL Integrated Science	Integrated Science
Mathematics (1.0 Credit)	EL Intermediate Algebra	Intermediate Algebra
Packer Profile (1.0 Credit)	EL Packer Profile or Packer Profile	Packer Profile
Elective Classes (2.0 Credits)	2 electives per semester	2 electives per semester *Note: Health is a common 9th grade elective*
Other Supports Available	REACH, Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer)	

10th Grade **Composite Score: 1.0 – 1.9**		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Beginning Language Arts	Language Arts 10 or Language Arts 10 Standard
Social Studies (1.0 Credit)	EL Human Geography or Sheltered EL Social Studies Class (0.5 Credit)	Human Geography (0.5 Credit)
Science (1.0 Credit)	EL Biology or EL Chemistry	Biology
Mathematics (1.0 Credit)	EL Geometry	Geometry
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

10th Grade **Composite Score: 2.0 – 2.5**		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Intermediate Language Arts	Language Arts 10 or Language Arts 10 Standard
Social Studies (1.0 Credit)	EL Human Geography or Sheltered EL Social Studies Class (0.5 Credit)	Human Geography (0.5 Credit)
Science (1.0 Credit)	EL Biology or EL Chemistry	Biology
Mathematics (1.0 Credit)	EL Geometry	Geometry
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

10th Grade **Composite Score: 2.6 – 3.2**		
	EL Services *Enrolled in 3 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Intermediate Language Arts	Language Arts 10 or Language Arts 10 Standard
Social Studies (1.0 Credit)	EL Human Geography or Sheltered EL Social Studies Class (0.5 Credit)	Human Geography (0.5 Credit)
Science (1.0 Credit)	EL Biology or EL Chemistry	Biology
Mathematics (1.0 Credit)	EL Geometry	Geometry
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

10th Grade **Composite Score: 3.3 – 3.9**		
	EL Services *Enrolled in 2 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Language Arts	Language Arts 10 or Language Arts 10 Standard
Social Studies (1.0 Credit)	EL Human Geography or Sheltered EL Social Studies Class (0.5 Credit)	Human Geography (0.5 Credit)
Science (1.0 Credit)	EL Biology or EL Chemistry	Biology
Mathematics (1.0 Credit)	EL Geometry	Geometry
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

10th Grade **Composite Score: 4.0+**		
	EL Services *Enrolled in 1 EL Class*	**Traditional Education Path**
Language Arts (1.0 Credit)	N/A	Language Arts 10 or Language Arts 10 Standard
Social Studies (1.0 Credit)	EL Human Geography or Sheltered EL Social Studies Class (0.5 Credit)	Human Geography (0.5 Credit)
Science (1.0 Credit)	EL Biology or EL Chemistry	Biology
Mathematics (1.0 Credit)	EL Geometry	Geometry
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

11th Grade Composite Score: 1.0 – 1.9		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Beginning Language Arts	Language Arts 11 or Language Arts 11 Standard
Social Studies (1.0 Credit)	EL U.S. History or Sheltered EL Social Studies Class	U.S. History
Science (1.0 Credit)	EL Biology or EL Chemistry	Chemistry or Physics
Mathematics (1.0 Credit)	EL Algebra II	Algebra II
Personal Finance*	Personal Finance (0.5 Credit)	Personal Finance (0.5 Credit)
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

11th Grade Composite Score: 2.0 – 2.5		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Intermediate Language Arts	Language Arts 11 or Language Arts 11 Standard
Social Studies (1.0 Credit)	EL U.S. History or Sheltered EL Social Studies Class	U.S. History
Science (1.0 Credit)	EL Biology or EL Chemistry	Chemistry or Physics
Mathematics (1.0 Credit)	EL Algebra II	Algebra II
Personal Finance*	Personal Finance (0.5 Credit)	Personal Finance (0.5 Credit)
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

11th Grade **Composite Score: 2.6 – 3.2**		
	EL Services *Enrolled in 3 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Intermediate Language Arts	Language Arts 11 or Language Arts 11 Standard
Social Studies (1.0 Credit)	EL U.S. History or Sheltered EL Social Studies Class	U.S. History
Science (1.0 Credit)	EL Biology or EL Chemistry	Chemistry or Physics
Mathematics (1.0 Credit)	EL Algebra II	Algebra II
Personal Finance*	Personal Finance (0.5 Credit)	Personal Finance (0.5 Credit)
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

11th Grade **Composite Score: 3.3 – 3.9**		
	EL Services *Enrolled in 2 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Language Arts	Language Arts 11 or Language Arts 11 Standard
Social Studies (1.0 Credit)	EL U.S. History or Sheltered EL Social Studies Class	U.S. History
Science (1.0 Credit)	EL Biology or EL Chemistry	Chemistry or Physics
Mathematics (1.0 Credit)	EL Algebra II	Algebra II
Personal Finance*	Personal Finance (0.5 Credit)	Personal Finance (0.5 Credit)
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

11th Grade **Composite Score: 4.0+**		
	EL Services *Enrolled in 1 EL Class*	**Traditional Education Path**
Language Arts (1.0 Credit)	N/A	Language Arts 11 or Language Arts 11 Standard
Social Studies (1.0 Credit)	EL U.S. History or Sheltered EL Social Studies Class	U.S. History
Science (1.0 Credit)	EL Biology or EL Chemistry	Chemistry or Physics
Mathematics (1.0 Credit)	EL Algebra II	Algebra II
Personal Finance*	Personal Finance (0.5 Credit)	Personal Finance (0.5 Credit)
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

*Personal Finance class must be taken during the 11th or 12th grade years.

12th Grade **Composite Score: 1.0 – 1.9**		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Language Arts Beginning	Language Arts 12 or Language Arts 12 Standard
Social Studies (1.0 Credit)	EL Economics (0.5 Credit) EL Government (0.5 Credit)	Economics (0.5 Credit) Government (0.5 Credit)
Science (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Mathematics (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

12th Grade **Composite Score: 2.0 – 2.5**		
	EL Services *Enrolled in 4 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Intermediate Language Arts	Language Arts 12 or Language Arts 12 Standard
Social Studies (1.0 Credit)	EL Economics (0.5 Credit) EL Government (0.5 Credit)	Economics (0.5 Credit) Government (0.5 Credit)
Science (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Mathematics (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

12th Grade **Composite Score: 2.6 – 3.2**		
	EL Services *Enrolled in 3 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Intermediate Language Arts	Language Arts 12 or Language Arts 12 Standard
Social Studies (1.0 Credit)	EL Economics (0.5 Credit) EL Government (0.5 Credit)	Economics (0.5 Credit) Government (0.5 Credit)
Science (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Mathematics (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

12th Grade Composite Score: 3.3 – 3.9		
	EL Services *Enrolled in 2 EL Classes*	**Traditional Education Path**
Language Arts (1.0 Credit)	EL Advanced Language Arts	Language Arts 12 or Language Arts 12 Standard
Social Studies (1.0 Credit)	EL Economics (0.5 Credit) EL Government (0.5 Credit)	Economics (0.5 Credit) Government (0.5 Credit)
Science (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Mathematics (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

12th Grade Composite Score: 4.0+		
	EL Services *Enrolled in 1 EL Class*	**Traditional Education Path**
Language Arts (1.0 Credit)	N/A	Language Arts 12 or Language Arts 12 Standard
Social Studies (1.0 Credit)	EL Economics (0.5 Credit) EL Government (0.5 Credit)	Economics (0.5 Credit) Government (0.5 Credit)
Science (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Mathematics (1.0 Credit)	Scheduled based on credits earned	Scheduled based on credits earned
Elective Classes (3.0 Credits)	3 electives per semester	3 electives per semester
Other Supports Available	Study Hall	REACH, Study Hall
Optional Credit	EL Health (offered in summer) Credit Recovery	Credit Recovery
Each schedule is reviewed and modified based on credits earned		

* Occasionally to support rigorous academic language acquisition, students classified as LTELs *may* receive less EL hours to offer more exposure to native-English speaking peers in core content classes. The intent is to immerse students in areas with high levels of academic language to increase their academic proficiency.

EXITING THE EL PROGRAM

EL PROGRAMMING EXIT CRITERIA

English Learners who reach a level of English proficiency that allows them to independently access and succeed in the curriculum will be exited from English Learner Services and monitored by staff for two years following their exit.

District must wait until ACCESS test scores are available before beginning the exiting process.

- If a student has an overall composite score of at least **4.5 with no more than one domain lower than 3.5,** they must be exited and reclassified as a non-EL student.
- If a student's ACCESS composite score is at least **4.5 and ALL domain scores are at least 3.5**, the student must be exited from the LIEP and reclassified in MARSS at the beginning of the following school year.

If a student does not have a proficient ACCESS score, the district may not exit that student from the LIEP.

ADDITIONAL EL EXIT CRITERIA

If a student's composite score is at least 4.5 but one domain score is below 3.5, the district must use Additional EL Exit Criteria to determine if a student should be exited from the LIEP or kept in the program for additional instruction.

Additional EL Exit Criteria may not be used for students who have not yet received a proficient score on the ACCESS test or if a student has met the ACCESS proficiency score and all four domains are at least a 3.5.

MDE Exit Criteria Document

PLAN UPDATES

The EL Leadership Team will continually review and assess the EL program including current needs of students, their families and the community. The outcome of these conversations will share their findings with the Comprehensive Achievement and Civic Readiness Committee as well as the Austin School Board.

The review will include but not limited to the following:

1. Available data from the ACCESS, MCA's, Graduation Rates, Demographics etc...
2. Feedback from stakeholders identified as EL, LTEM, SLIFE, Former EL
3. Feedback from families of EL, LTEM, SLIFE, Former EL students
4. Professional Development offered to support EL students in all classes
5. Review of placements in honors, gifted, AP coursework annually

FAMILY AND COMMUNITY COMMUNICATION PROCEDURES

Language Access for students and families is a critical component in ensuring that multilingual learners and their families have access to educational supports and information. For a comprehensive overview of the district's Language Access Plan please see the following link: (will be added soon).

Our district values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:

- The LIEP plan is available on our website at https://bit.ly/4jg1dzN.
- APS has several Success Coaches to engage families from all languages and cultures in the school experience of their children
- Text messages are sent to families with a link to the website, which includes resources, contact information and the LIEP plan

- Annually input is solicited on the program, services, and updates to the LIEP plan
- Partnerships with our families and the community aim to:
    - Involve them in their child's education
    - Empower them to become active participants in using strategies to assist their children
    - Build greater understanding of EL programming and its supports
    - Bolster community understanding of the process and involvement in assisting schools to create an EL program that is responsive to the ever-changing needs of multilingual children and their families.