



English Learner Education in Minnesota

2015-2016

Division of Student Support

Overview

For the past 20 years, the number of students who are English learners (ELs) in Minnesota increased by 300 percent, making them Minnesota's fastest growing student population. (Minnesota Education Equity Partnership).

This report is intended for a number of audiences. It provides information about laws pertaining to English learners and Minnesota Department of Education's (MDE) support of Local Education Agencies (LEAs) in implementing research-based language instruction programs to assure all students acquire English and reach their academic potential.

An overview of the WIDA™ English Language Development Framework, supporting resources and an explanation of the ACCESS tests all ELs take annually to measure their academic language proficiency provide a context for the data on ELs academic progress and English language proficiency in reading, writing, listening and speaking in math, science, social studies, English language arts and the language of school.

Additional information about home languages, counties that have the largest EL populations and changes in the numbers of home languages will provide increased awareness of who the students in Minnesota's fastest growing student population are.

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English Learner Education in Minnesota

The mission of the Minnesota Department of Education's (MDE's) English Learner (EL) program is to ensure equity and access to a high-quality education for English learners (ELs) to reach their greatest potential. MDE supports local education agencies (LEAs) to develop, implement and evaluate research-based language instruction education programs for English learners to attain English proficiency and achieve state academic content standards. MDE facilitates academic excellence for English learners by promoting professional development, providing technical assistance, administering state and federal language education programs, and by establishing measures of accountability.

Academic Excellence

MDE promotes research-based language instruction education programs that capitalize on ELs' cultural and linguistic assets to acquire English and achieve academic excellence.

Minnesota does not mandate a particular form of instruction in English, but does require that all students with special needs, including the need to learn English, be provided appropriate services. Minnesota school districts and charter schools offer a variety of programs, ranging from pull-out to co-taught ESL instruction to a variety of dual language and immersion programs.

Administration

MDE provides technical assistance and resources to ensure effective administration of EL programs which adhere to state and federal requirements.

The State of Minnesota recognizes that English learners present additional challenges for school districts. Therefore, in addition to revenue that every Minnesota child in public education generates, EL students generate additional state aid. EL students eligible for free and reduced-priced lunch also generate state and federal compensatory revenue.

Accountability

MDE provides data and support to effectively evaluate and continuously improve educational outcomes for ELs.

The state ensures that students are appropriately identified and qualified for services through a multiple measures system of accountability. Information on rules and regulations related to assessment of ELs is disseminated through workshops, trainings, regular electronic newsletters, e-mail, and the Minnesota Department of Education website. School districts and charter schools report student information through the Minnesota Automated Reporting Student System (MARSS). Administrators verify that this data is accurate. School districts and charter schools submit data annually, as required. School district programs and assessments for ELs are monitored through onsite visits as well as through desk review processes on a schedule consistent with other federal and state education programs.

Definition of English Learners

An English learner is defined in Minnesota as a pupil in kindergarten through grade 12 who meets the following requirements ([2015 Minnesota Statutes 124D.59, Subdivision 2](#)):

- the pupil, as declared by a parent or guardian (on the Home Language Questionnaire), 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
- 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.

English Learner Education Legislation

English learners are addressed in both state and federal legislation. The Civil Rights Act of 1964 initially determined that students limited in English language proficiency have a right to receive appropriate education services. Court decisions and guidance from the Office for Civil Rights with the United States Department of Education have described in more detail the responsibilities of school districts. The Elementary and Secondary Education Act reauthorized under the No Child Left Behind Act (NCLB) delineated more specifically the responsibilities of school districts to ensure that ELs become proficient in English and meet the same challenging state academic content and achievement standards as expected of their English-only peers. Minnesota school districts have the responsibility to identify students and provide services through a plan of instruction.

State Laws

[Minnesota Statute Section 123B.30](#) **Improper Classification of Pupils.** No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds.

[Minnesota Statute Section 124D.59](#) **Definitions.** Defines a pupil of limited English proficiency, essential instructional personnel, English as a second language program, bilingual education program, primary language, parent, and educational program for English learners.

[Minnesota Statute Section 124D.60](#) **Rights of Parents.** Outlines requirements for parent notification within ten days after the enrollment of any pupil in an instructional program for English learners, parental right to withdraw from the program, and parent involvement in the program.

[Minnesota Statute Section 124D.61](#) **General Requirements for Programs** outlines general requirements for programs for English learners including identification and reclassification criteria, programs and services, and professional development for teachers working with ELs.

[Minnesota Statute Section 124D.65](#) **English Learner Programs Aid** outlines school district EL revenue, and participation of nonpublic school pupils.

[Minnesota Rule 3501.1200](#) **Scope and Purpose of English Language Development Standards** outlines the purpose of standards that govern the instruction of English learners. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

[Minnesota Rule 3501.1210](#) **English Language Development Standards** outlines the language development standards: social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies.

[Minnesota Rule 8710.4150](#) **Teachers of Bilingual/Bicultural Education** defines scope of practice, demonstration of oral and written proficiency, subject matter standard as part of the licensure requirements for teachers providing bilingual/bicultural education.

[Minnesota Rule 8710.4400](#) **Teachers of English as a Second Language** defines scope of practice, licensure requirements, subject matter standard as part of the licensure requirements for a teacher of English as a second language.

[2014 Minnesota Session Law, Chapter 272—H.F. No. 2397, Article 1](#) **The Learning English for Academic Proficiency and Success (LEAPS) Act** was passed in Minnesota in 2014. The law revises many state statutes to add an increased emphasis to support English learners. The law is imbedded into many existing statutes including areas such as early childhood, curriculum and instruction, adult education, and teacher licensing. The statute adds a definition and accountability reporting for Students with Limited or Interrupted Formal Education (SLIFE). The statute also adds a provision for districts to institute bilingual and multilingual seals to students who demonstrate certain levels of language proficiency on native and world languages.

Federal Laws

[Title III](#) **Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act.** Under the Elementary and Secondary Education Act, the purpose of the Title III program is to ensure that ELs and immigrant children and youth attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. To achieve this goal, districts receiving supplemental Title III funds are expected to provide high-quality language instruction educational programs (LIEPs) for ELs and immigrant students and high-quality professional development activities to ESL and Bilingual Education (BE) staff, as well as all staff who work with ELs. LIEPs should be based on scientific research shown to be the most effective for teaching English language. Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability.

Title VI of the Civil Rights Act of 1964

As stated on the Office for Civil Rights' (OCR) website glossary page, "Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English".

Equal Education Opportunities Act of 1974

The OCR glossary webpage summary states, "This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to students learning English 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". [20 U.S.C. Section 1203(f)]

Supreme Court Cases Related to English Learner Education

In addition to the Minnesota state law and Title III federal law, several other key Supreme Court cases listed below enforce English learners' access to equitable educational opportunities.

Castañeda versus Pickard

According to the OCR website glossary page, "On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?" [648 Federal Report, 2nd Series 989 (5th Circuit, 1981)]

Lau versus Nichols

Lau versus Nichols was a class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

Plyler versus Doe

This 1982 U.S. Supreme Court case overturned an attempt by a Texas school district to exact tuition money from students whose U.S. citizenship could not be confirmed. The district had alleged it was unfair to children who were citizens and legal residents to share resources – and, presumably, receive fewer of the resources – with children who were illegal residents, and was requiring all students to either prove their legal status in the United States or, if they could not, pay tuition. The High Court ruled that a state does not have the right to deny a free public education to undocumented immigrant children on the basis that it was not the state education

agency's business to essentially create immigration policy, nor could it be proven that "legal" children suffered a poorer education as a result of including "illegal" peers. [457 U.S. 202 (1982)]

[The May 25 Memorandum](#)

To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students." In addition, "School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English." Pottinger, J.S. (1970, May 9). Developing Programs for English Language Learners: [HEW Memorandum](#).

World-Class Instructional Design and Assessment (WIDA) Consortium

Minnesota Department of Education joined the WIDA Consortium (formerly known as World-Class Instructional Design and Assessment) in 2011. The consortium consists of 38 member states with additional states adopting the WIDA English Language Proficiency (ELP) Standards. WIDA advances social, instructional and academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. By joining the consortium, MDE contributes to and embraces the WIDA research base, the guiding principles, values, and the asset-based "can do" philosophy of English learner education.

As a member state, Minnesota has adopted the WIDA English Language Proficiency (ELP) standards and the ACCESS for ELLs (English Language Learners) 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) as the annual state English Language Proficiency assessment. ACCESS for ELLs 2.0 has a companion English language proficiency "screener," the W-APT (WIDA-ACCESS Placement Test), typically given to incoming students for identification purposes. WIDA will continue to make the paper-based W-APT available in 2015-16 as it moves toward the release of the WIDA Online Screener.

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment. The No Child Left Behind Act (NCLB, 2001) requires that all students identified as ELs be assessed annually for English language proficiency, including students who receive special education services.

The five ELD standards reflect the social and academic language expectations of ELs in grades preK-12 attending schools in the U.S. Each ELD standard addresses a specific context for language acquisition but should not be confused with academic content standards. The emphasis is on using the features of academic language to provide content-based ESL instruction and support that ensures language growth in listening, speaking, reading, and writing. Along with their performance indicators and related framework, the standards provide Minnesota schools with a national model of social, instructional, and academic language guidelines. The standards were adopted into Rule on January 3, 2012.

Figure 1. English Language Development Standards

Standard number	Standard Title	Abbreviated Title
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Source: WIDA's 2012 Amplification of the English Language Development Standards Kindergarten–Grade 12, p.3.

An English Language Development Standards Implementation framework has been developed for education leaders engaged in academic content standards, implementation, and curriculum development. It provides a broad overview of the implementation stages to assist school districts to ensure that ELs are able to meet the more rigorous academic content expectations manifested in academic content standards. The framework can be used by LEAs to evaluate their current level of ELD standards implementation, to identify features already in place, and to identify areas in need of improvement. Access the [English Language Development Standards Implementation](#) document for more information.

ACCESS for ELLs has six levels of proficiency ranging from the first level as an entry level for students who have few English language skills to the sixth level at which students are deemed proficient. At the given level of English language proficiency, ELs will process, understand, produce or use the language as shown in figures 2 and 3 below:

Figure 2: WIDA Performance Definitions: Listening and Reading, Grades K-12

WIDA Performance Definitions **Listening and Reading**, Grades K-12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Source: Performance Definitions for Listening and Reading
[WIDA Standards Website](http://www.wida-ed.org/)

Figure 3: WIDA Performance Definitions: Speaking and Writing, Grades K-12

WIDA Performance Definitions **Speaking and Writing**, Grades K-12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation and emerging use of conventions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific cognates) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures and variable use of conventions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

Source: Performance Definitions for Speaking and Writing
[WIDA Standards Website](http://www.wida-ed.org/)

WIDA Resources

By joining the WIDA Consortium, the MDE embraces an asset-based approach in providing all English learners appropriate language development instruction and meaningful access to the core curriculum. MDE focuses on expanding students' academic language by building on the inherent resources ELs and accentuating the positive efforts of educators.

- Essential Actions: [A Handbook for Implementing WIDA's Framework for English Language Development Standards](#). The purpose of this handbook is to promote collaboration, mutual understanding, and use of language development standards among all educators who work with English learners. The Essential Actions, derived from current theory and research, provide a rationale for each component and element of WIDA's standards framework. They may be used in conjunction with WIDA's 2007 or 2012 Standards books or independently, once staff have familiarity with the components and elements.
- [WIDA's CAN DO descriptors](#) are commonly used by EL teachers in coaching general education teachers about differentiated instruction for ELs.
- [WIDA's CAN DO Philosophy](#) embraces inclusion and equity and focuses attention on expanding students' academic language by building on the inherent resources of English learners and accentuating the positive efforts of educators.

Language is a powerful force that helps shape our individual and collective identities. WIDA views language as a resource and ELs as valued contributors to learning communities. The Principles of Language Development acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English. The Principles of Language Development were drafted by WIDA staff and enhanced by the WIDA standards expert panel, a group of researchers and practitioners in the field of academic language from across the US. WIDA believes in and adheres to the following principles in development of all of its products and services:

- [WIDA's Guiding Principles of Language Development](#)
- Downloadable [Complete Reference List for the WIDA Principles](#)
- [Academic Language](#) Development Webinars
 - [Academic Language Series: Part 1](#) – Academic Language
 - [Academic Language Series: Part 2](#) – ELD Standards Framework
 - [Academic Language Series: Part 3](#) – Language of Math
 - [Academic Language Series: Part 4](#) – Language of Science
 - [Academic Language Series: Part 5](#) – Language of Language Arts
 - [Academic Language Series: Part 6](#) – Language of Social Studies

Funding for English Learners

State Funding

The State of Minnesota recognizes that non-native speakers of English present unique challenges for school districts. Hence, in addition to the revenue that every Minnesota child in public education generates, English Learners also generate supplementary state aid. However,

the primary responsibility in meeting the needs of ELs lies with the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, transition revenue, Title I funding and others.

State EL funding is allocated to students who:

- have been identified as English learners as per the state definition,
- have generated fewer than 7 years of average daily membership (ADM) in Minnesota public schools, and
- are served in a program for English learners during the current fiscal year.

State EL funding status is *not* to be used in determining service for ELs. The funding formula exists simply to distribute the state funds available for ELs in an equitable manner across all the districts in the state.

Figure 4. State EL Funding 2005, 2010 and 2015

	2005	2010	2015	2016*
Total	36,912,006	40,066,212	51,082,429	49,271,248
Districts	34,473,904	34,676,016	43,103,917	41,297,531
Charters	2,438,102	5,390,197	7,978,512	7,973,717

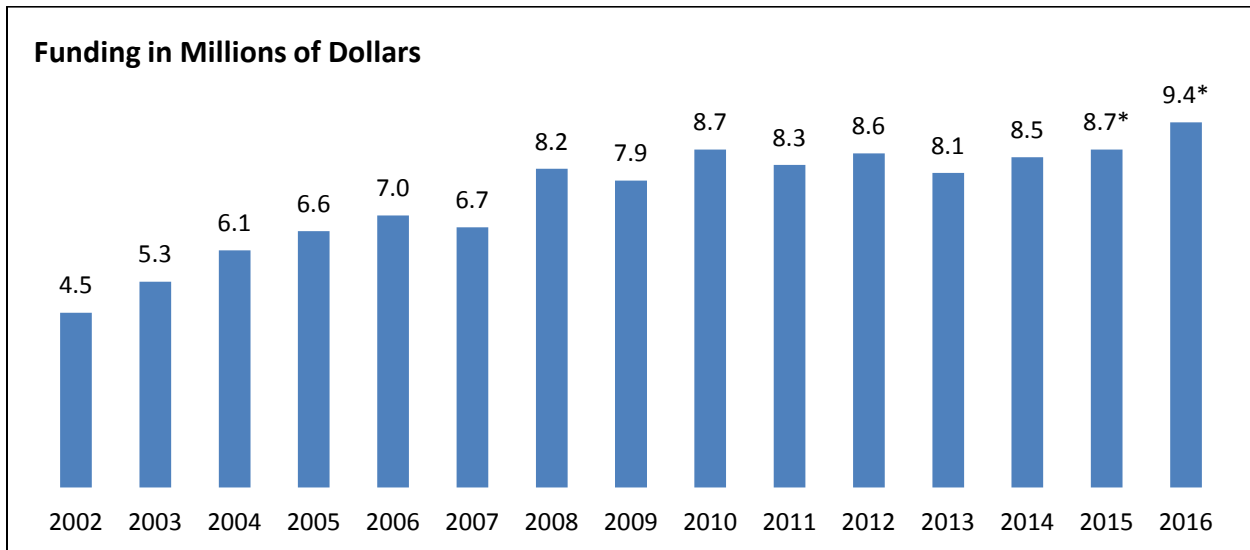
Source: *Minnesota Department of Education’s website, Data Center, Data reports and analytics, Minnesota Funding Reports, February 2016.*

**Estimate of State EL Funding*

Federal Funding

Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local education agency in providing quality education to ELs and immigrant students. The federal government awards Title III grants to states based on their respective EL and immigrant student enrollments, and the states, in turn, distribute the funds to local school districts based on their EL enrollments and immigrant counts. See Figure 5 for Title III funding amounts for Minnesota. In order to be eligible for Title III funds, a school district must generate a minimum of \$10,000. A district that does not meet the threshold may join other districts and form a consortium to reach the \$10,000 requirement in order to apply for funding. In addition, the state education agency must set aside a certain percentage of the grant for districts highly impacted by a significant increase of immigrant children and allocate the remaining funds to eligible districts.

Figure 5. Minnesota’s Federal EL Education Funding 2002 to 2016 (*2015 and 2016 are estimates)



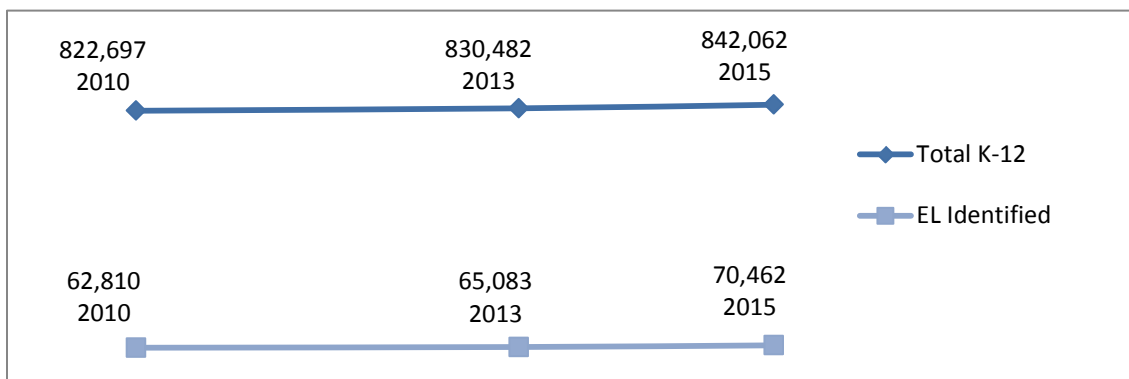
Source: Minnesota Department of Education

In addition, Title I, for the purpose of improving the academic achievement of the disadvantaged, allocates federal funding to LEAs with a high percentage of students from low-income families. ELs are eligible on the same basis as all students to receive Title I services. LEAs need to consider the allocation of Title I funds and how best to coordinate services to meet student needs.

English Learners in Minnesota

In the 2014-2015 school year, 842,062 K-12 students were enrolled in Minnesota public schools with 70,462 students, or 8.4% identified as English Learners. Figure 6 displays fall enrollment data from 2009-2010 through 2014-2015. The data indicates enrollment of ELs has kept pace with changes in overall enrollment since 2009 with incremental gains in the percentage of students identified as ELs.

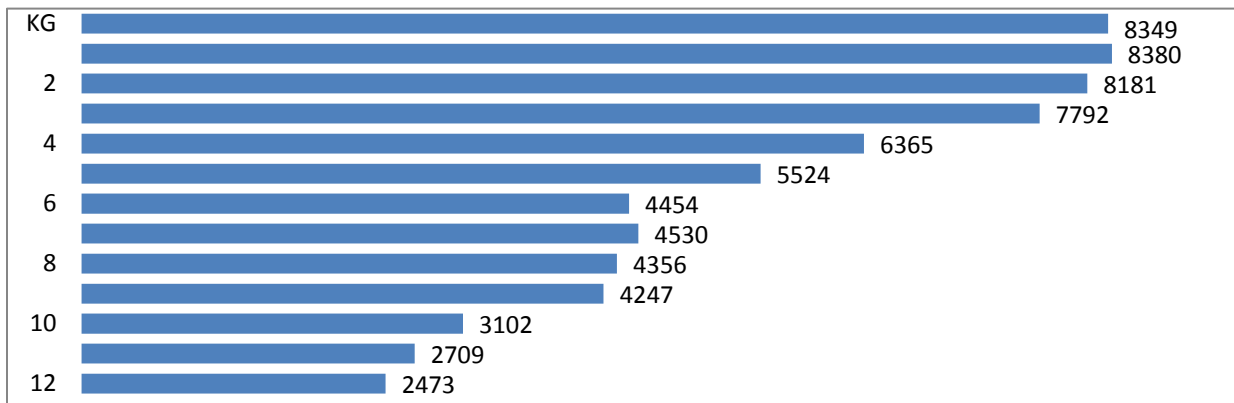
Figure 6. Total K-12 and English Learner Enrollment in Minnesota Public Schools, 2009-2015



Source: Minnesota Department of Education 2015-2016 all EL Enrollment

Figure 7 shows the distribution of MN ELs across the grade levels. As indicated in the graph, the number of ELs in primary grades is much higher than in secondary grades.

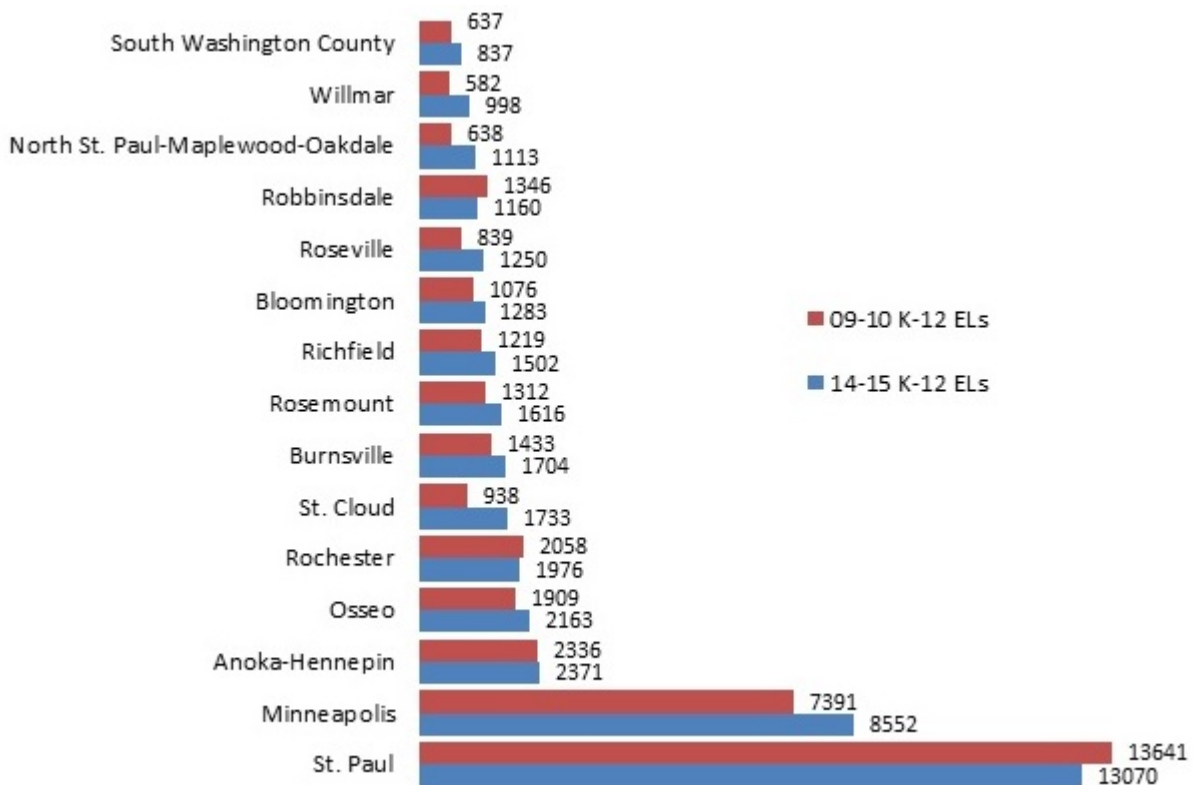
Figure 7. Distribution of K-12 Students Identified as ELs Enrolled in Minnesota Public Schools by Grade, 2014-2015



Source: Minnesota Department of Education 2014-2015 Fall EL Enrollment

Figure 8 illustrates the growth in the number of ELs within the largest 15 school districts across the state. Twelve districts showed increased numbers of ELs with several districts (Wilmar, St. Cloud and North St. Paul) showing more than a 70% increase in the EL population. Of the 15 districts, only 3 display a decrease of ELs between 2009 and 2015.

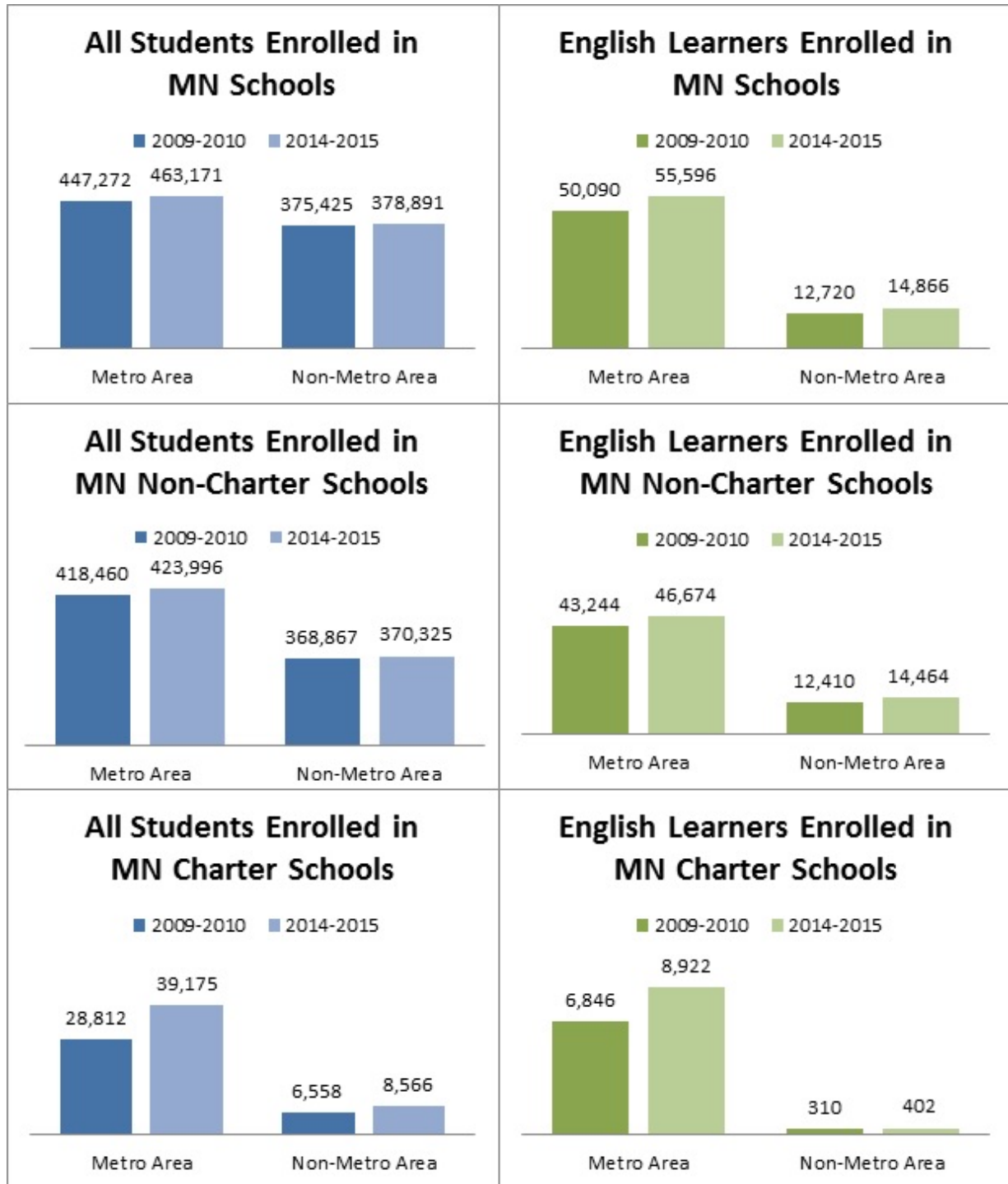
Figure 8. English Learner Enrollment in the Largest 15 Minnesota Public School Districts



Source: Minnesota Department of Education 2009-2010 and 2014-2015 EL Enrollment

While the 7-County Metro area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties) showed a large percentage increase in ELs, the number of ELs in non-metro areas nearly doubled, as indicated in Figures 9 and 10.

Figure 9. Minnesota K-12 Enrollment Comparing 7-County Metro Area and Non-Metro School Enrollment



Source: Minnesota Department of Education 2009-2010 and 2014-2015 EL Enrollment

Figure 10. Percent Change in Minnesota K-12 Enrollment Comparing 7-County Metro Area and Non-Metro School Enrollment from School Year 2009/2010 to 2014/2015

Region	Total K-12	Total EL	All Non-Charter	EL Non-Charter	All Charter	EL Charter
Metro Area	3.55%	10.99%	1.32%	7.93%	35.97%	30.32%
Non-Metro Area	0.92%	16.87%	0.40%	16.55%	30.62%	29.68%
All	2.35%	12.18%	0.89%	9.85%	34.98%	30.30%

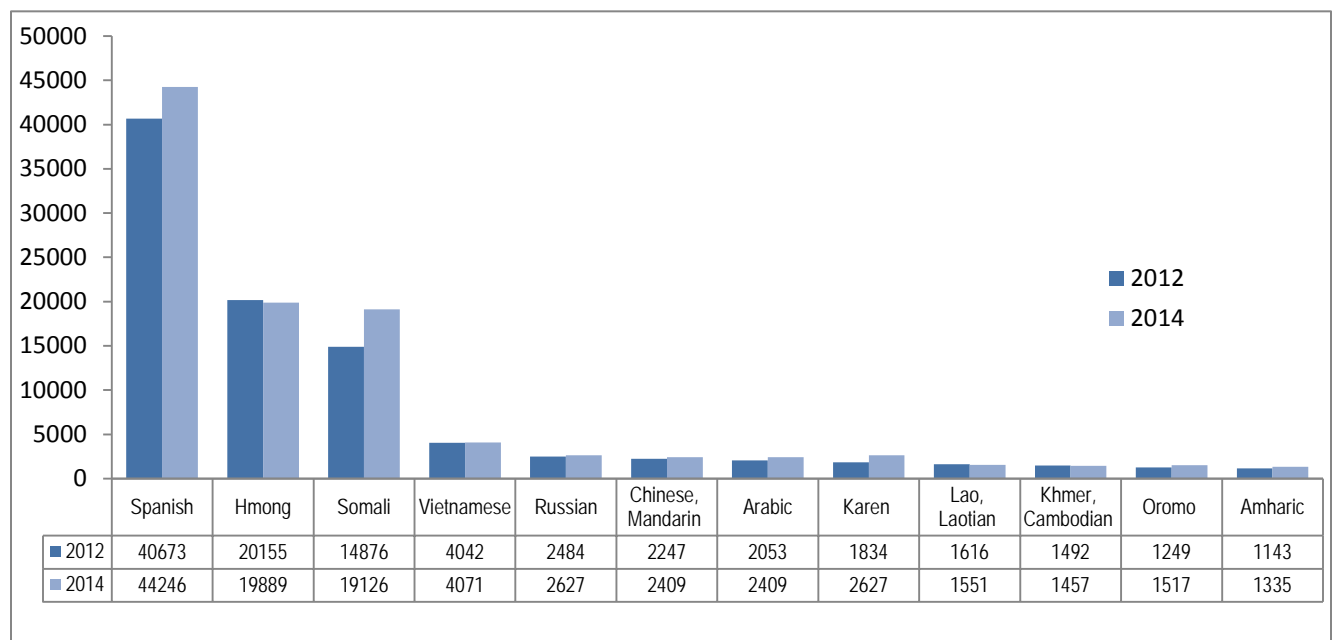
Source: Minnesota Department of Education 2009-2010 and 2014-2015 EL Enrollment

Primary Home Languages

In fall 2014, there were 237 different language categories reported for 857,039 students in MARSS, an increase of 25 languages categories from fall 2012. Of the 89,444 students who were reported to have a home language other than English, 70,779 students or 8.3% are identified as English learners.

Figure 11 provides information about the top 12 primary languages other than English. From 2012 - 2014, Karen language, inclusive of Pwo Karen and S'gaw Karen, had the fifth highest numbers. Arabic shifted into sixth place, with Oromo in tenth place. Amharic, with previously the 13th highest numbers, replaced Creolized English as number 12.

Figure 11. Minnesota's Top 12 Languages Other than English



Source: Minnesota Department of Education 2014-2015 Primary Home Language Totals

Figure 12 represents the fall 2014 distribution of the top 12 primary home languages other than English reported for ten selected Minnesota counties. Hennepin County has the greatest number of students (32,323 or 36.1%) whose home language is one of the top 12 primary home languages other than English in these counties. Anoka County has the most Arabic speakers

(32%). Olmsted County has the most Khmer or Cambodian speakers (25.8%). Ramsey County has the most Hmong (64%), Karen (95%), and Oromo (39%) speakers. Hennepin County has the most Mandarin Chinese (39%), Lao (35%), Russian (34%), Somali (49%), and Vietnamese (27%) speakers. For the selected 10 counties, Spanish has the highest number in all counties, except for Ramsey County where Hmong has the highest count.

Figure 12. The Number of Students for the Top 12 Primary Languages Other than English in Selected Minnesota Counties

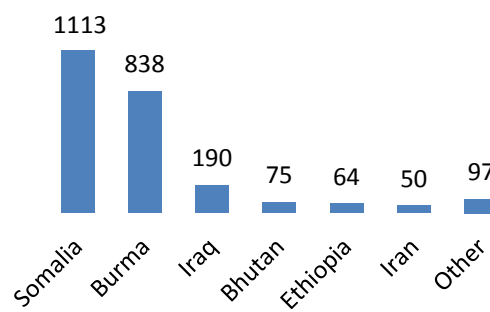
	Anoka	Carver	Dakota	Hennepin	Nobles	Olmsted	Ramsey	Scott	Stearns	Washington	Total
Amharic	118	11	312	307	31	20	390	11	4	91	1295
Arabic	699	12	237	465	4	359	276	22	53	59	2186
Chinese, Mandarin	101	32	326	796	2	211	285	82	30	193	2058
Hmong	1450	10	241	4584	0	87	12426	12	4	576	19390
Karen (Pwo, S'gaw)	0	0	0	10	120	0	2704	0	0	0	2834
Khmer, Cambodian	48	30	311	223	0	367	205	181	13	43	1421
Lao, Laotian	184	45	190	415	69	155	32	109	64	18	1281
Oromo	319	7	63	406	15	10	594	13	30	49	1506
Russian	391	41	334	682	0	34	175	265	10	53	1985
Somali	788	104	1727	8396	0	1144	2908	241	1780	72	17160
Spanish	2803	786	4653	14990	1280	1119	6200	1059	884	722	34496
Vietnamese	678	54	651	1049	17	212	615	279	122	155	3832
Total	7579	1132	9045	32323	1538	3718	26810	2274	2994	2031	89444

Source: Minnesota Department of Education 2014-2015 Fall Primary Home Language Totals

Refugees in Minnesota

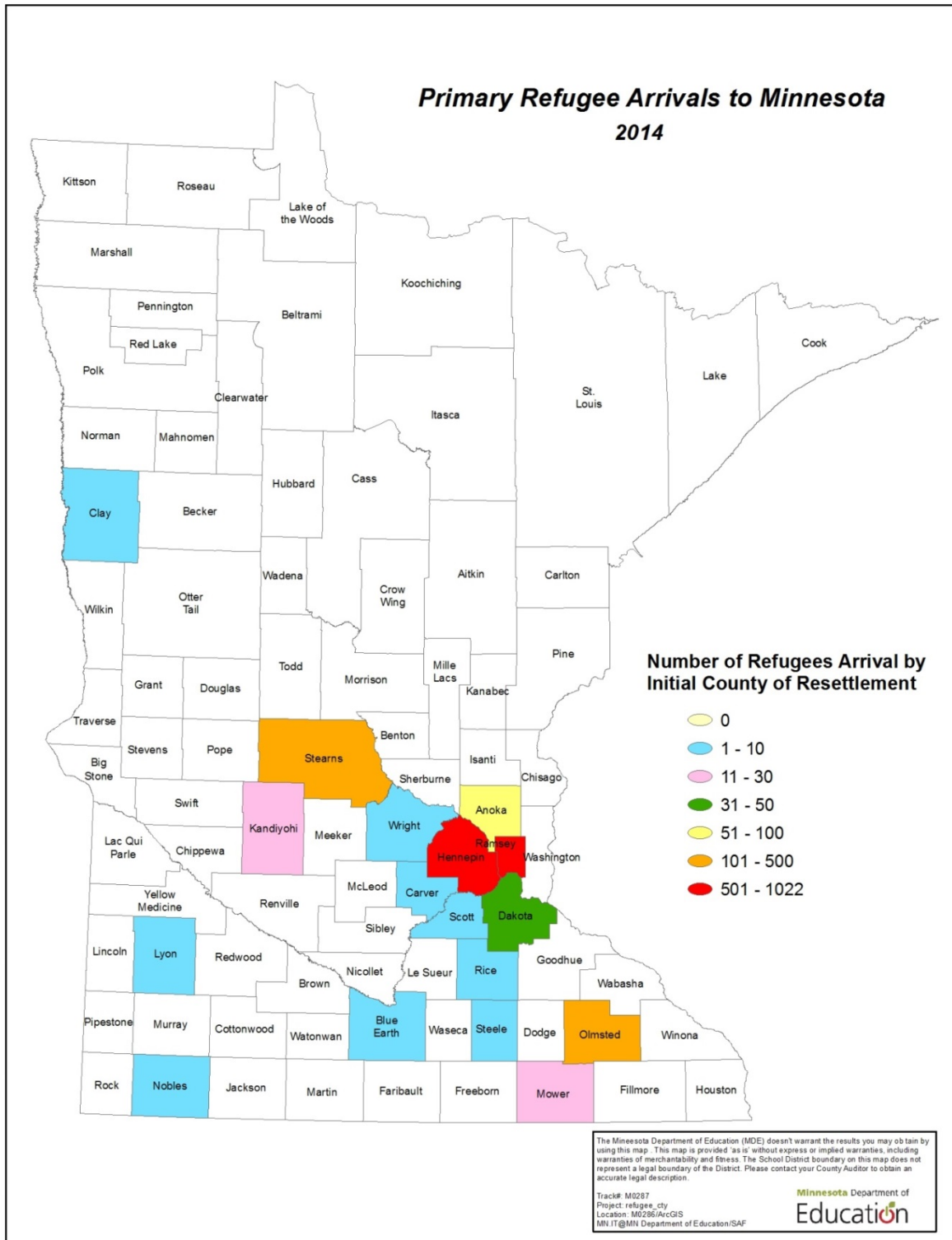
Minnesota continues to be a home to many refugees. Figure 13 shows primary arrivals to Minnesota in 2014. These are recent refugees who have come directly to Minnesota from another country. In 2014, refugees arrived primarily from Somalia, Burma, Bhutan, Iraq, and Ethiopia largely resettling in Hennepin, Olmsted, Ramsey, and Stearns counties.

Figure 13. Primary Refugee Arrivals, Minnesota 2014



Source: Minnesota Department of Human Services, 2014

Figure 14. Primary Refugee Arrivals to Minnesota, 2014



Source: Minnesota Department of Health, 2014

Even though the largest concentration of refugees is in the Metro areas, many refugees resettle in rural counties where employment opportunities are available. Figure 14 represents the

distribution of primary refugee arrivals throughout the state in 2014. In 2014 there were 841 secondary refugee arrivals. Secondary refugees initially settled in another state but soon move to live in Minnesota. The median time between U.S. arrival and notification of their migration to Minnesota in 2014 was 3.5 months (Source: MN DHS Refugee Health Quarterly, Vol. 15, Apr. 2015).

Migrant Children

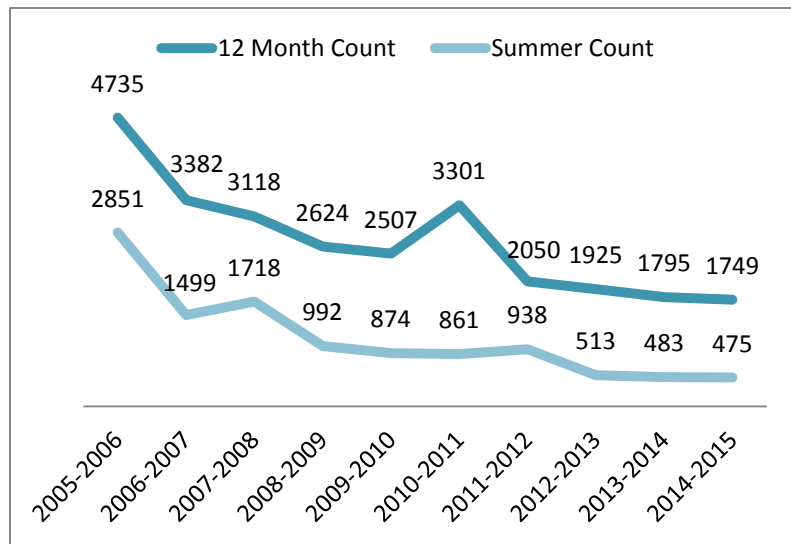
A migratory child, according to Title I of the Elementary and Secondary Education Act, is a “child who is, or whose parent or spouse is, a migratory agricultural worker, and who in the preceding 36 months, in order to obtain or accompany such parent or spouse or guardian to obtain temporary or seasonal employment in agricultural or fishing work ... has moved from one school district to another.”

These students are all eligible to participate in the Migrant Education

Program which ensures that migrant children fully benefit from the same free public education

provided to other children. Migrant children may also qualify for English Learner programs and services, depending on the home language and each district’s identification criteria. As shown in figure 15, during the 2014-2015 school year, 1,749 migrant children, ages 3 through 21, were identified in Minnesota as eligible for migrant services. Source: Minnesota Department of Education Consolidated State Performance Reports (2005-2015)

Figure 15. Eligible Migrant Children in Minnesota; 9/1/2014 – 8/31/2015



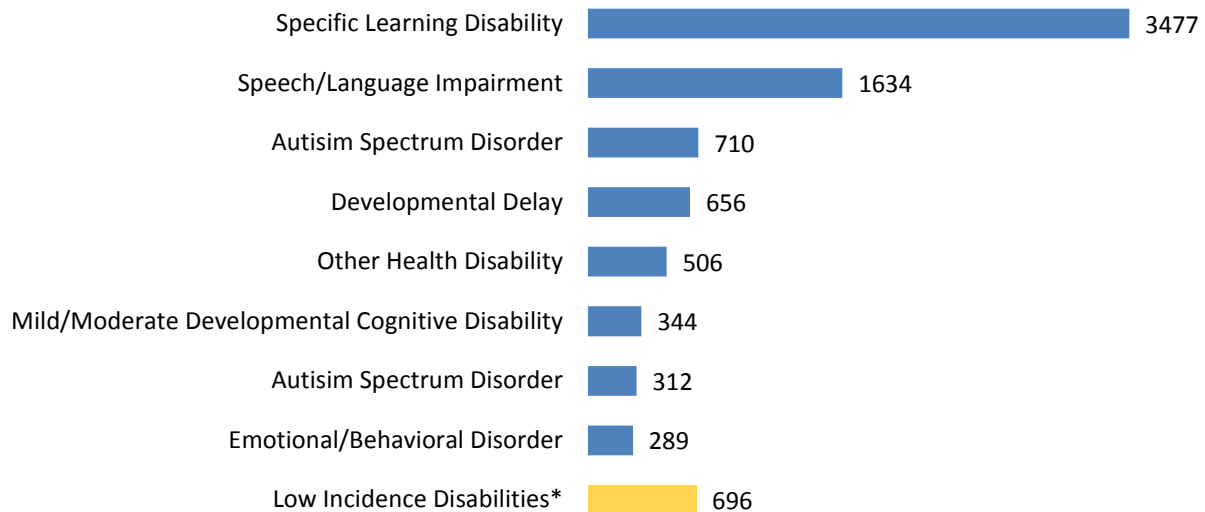
Source: Minnesota Department of Education Consolidated State Performance Reports (2005-2015)

English Learners and Special Education

Title III of NCLB and other federal laws require that English learners who also qualify for special education services (dual-eligible students) receive both EL and special education services. Under the Individuals with Disability Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, EL students who have a disability must be identified and evaluated for special education services in a timely manner, as would any student suspected of a disability. English learner status must not be cause for delay of identification, evaluation or special education services. Likewise, being identified for special education services must not be a cause for removal from English learner services, regardless of disability or severity, unless the child has demonstrated proficiency in English. Appropriate accommodations consistent with the student’s individualized education program (IEP) must be made during testing, and when severe disability exists, an adaptive exam should be given (See [ALT-ACCESS](#) on the WIDA website).

When evaluating English learners for special education services, it is important to include EL staff familiar with the student’s English language needs both when determining the need for services and also when developing the IEP team to determine appropriate services and accommodations. Further, when assessing need for special education services, teams must assess the student in the language or languages that best shows what he/she can do “academically, developmentally and functionally [CFR 300.304 (c) (ii)] . For more information, see Part II, Section F of the January 7, 2015 [guidance letter](#) from the Office for Civil Rights (OCR). Figure 16 shows the distribution of Minnesota ELs with disabilities.

Figure 16. Distribution of ELs with Disabilities, 2015



***Low Incidence Disabilities include Deaf/Hard-of-Hearing, Severe/Profound Developmental Cognitive Disability, Physical Impairment, Severely Multiply Impaired, Visual Impairment, Traumatic Brain Injury and Deaf/Blind. The others listed individually above are considered *high incidence disabilities*.**

Source: Minnesota Department of Education 2015

English Learner Achievement

State Accountability Tests

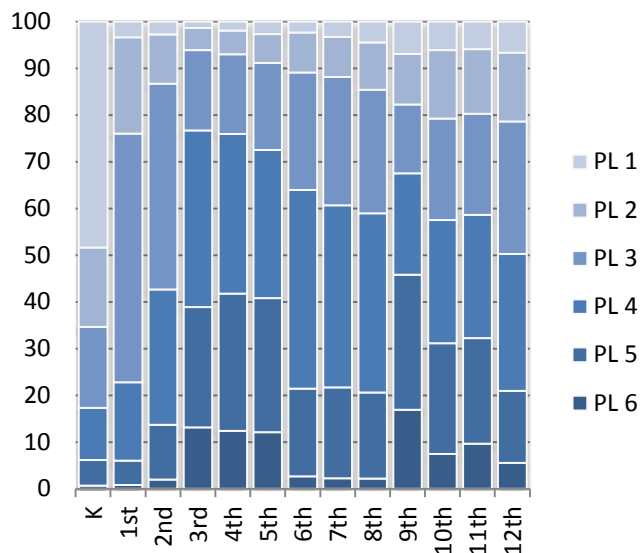
Title I of NCLB requires LEAs to annually assess the English language proficiency of ELs and school systems are required to provide an equal educational opportunity for all students, including those identified as EL. Title III of NCLB holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. Therefore, ELs must participate in the administration of ACCESS for ELLs®, the state English language proficiency assessment, and Minnesota Comprehensive Assessments (MCAs), the state content achievement assessments.

ACCESS for ELLs

ACCESS for ELLs, was administered for the first time February 6 - March 23, 2012, replacing the Test of Emerging Academic English (TEAE) and Minnesota Student Oral Language Observation Matrix (MN – SOLOM). ACCESS for ELLs is designed to measure English Learners’ social and academic language proficiency in English and is aligned with the state English Language Development standards. The tests are banded into five grade-level clusters:

K, 1-2, 3-5, 6-8, and 9-12, and result in composite, listening, speaking, reading and

Figure 17. Percent Distribution of Students at Each Proficiency Level (PL), K-12

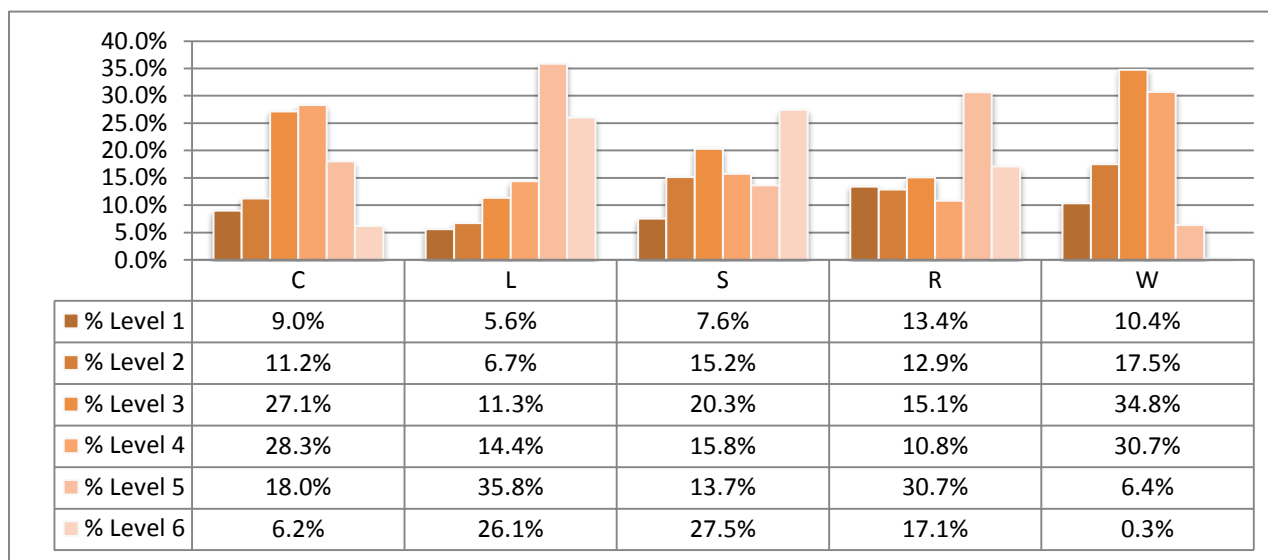


writing scores between levels 1 through 6, with 6 being most proficient. Figures 17-19 represent statewide 2014 overall ACCESS for ELLs results.

Figure 17 depicts the number of ELs with a composite score at each grade level. The majority of ELs in Kindergarten are at level 1 (52%), ELs assessing in levels 3 and 4 are in the majority in grades 1 and 2, and in grades 3 to 5, more students assess at levels 4 and 5 than any other level. Note that in grade 6, the number of students assessing at levels 5 and 6 drops while the number of students at levels 1-3 rises. In grades 9-11, the number of level-5 students increases a bit while in grade 12, the majority of ELs assess in the 3-4 range.

Source: WIDA Data Dashboard 2013-2014 Minnesota State Overall ACCESS Results

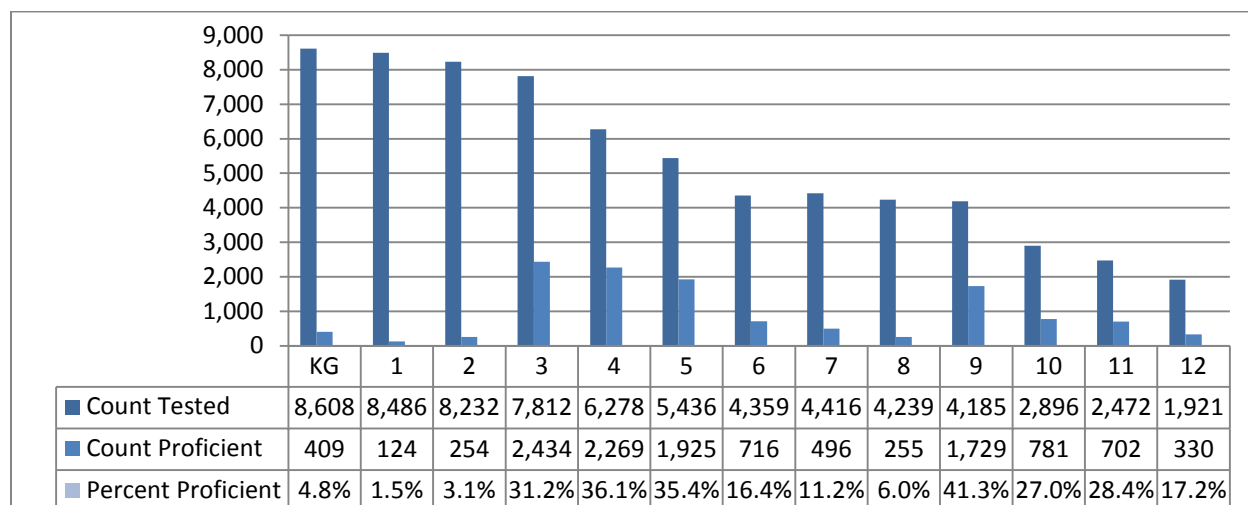
Figure 18. Percent Distribution of Students at Each Proficiency Level, K-12 Composite and Domain Scores



In the figure above, the “C” stands for “composite”, “L” for “listening”, “S” for “speaking”, “R” for “reading” and “W” for “writing”. Source: WIDA Data Dashboard 2013-2014 Minnesota State ACCESS Test Results

Figure 19 shows the number of ELs that met the state proficiency criteria for each grade. The data indicates that the greatest number of students who achieve proficiency are in grades 3 (1,446 or 22.1%) and grade 9 (3,264 or 35.6%).

Figure 19. Number of ELs Assessed and Met State Proficiency Criteria



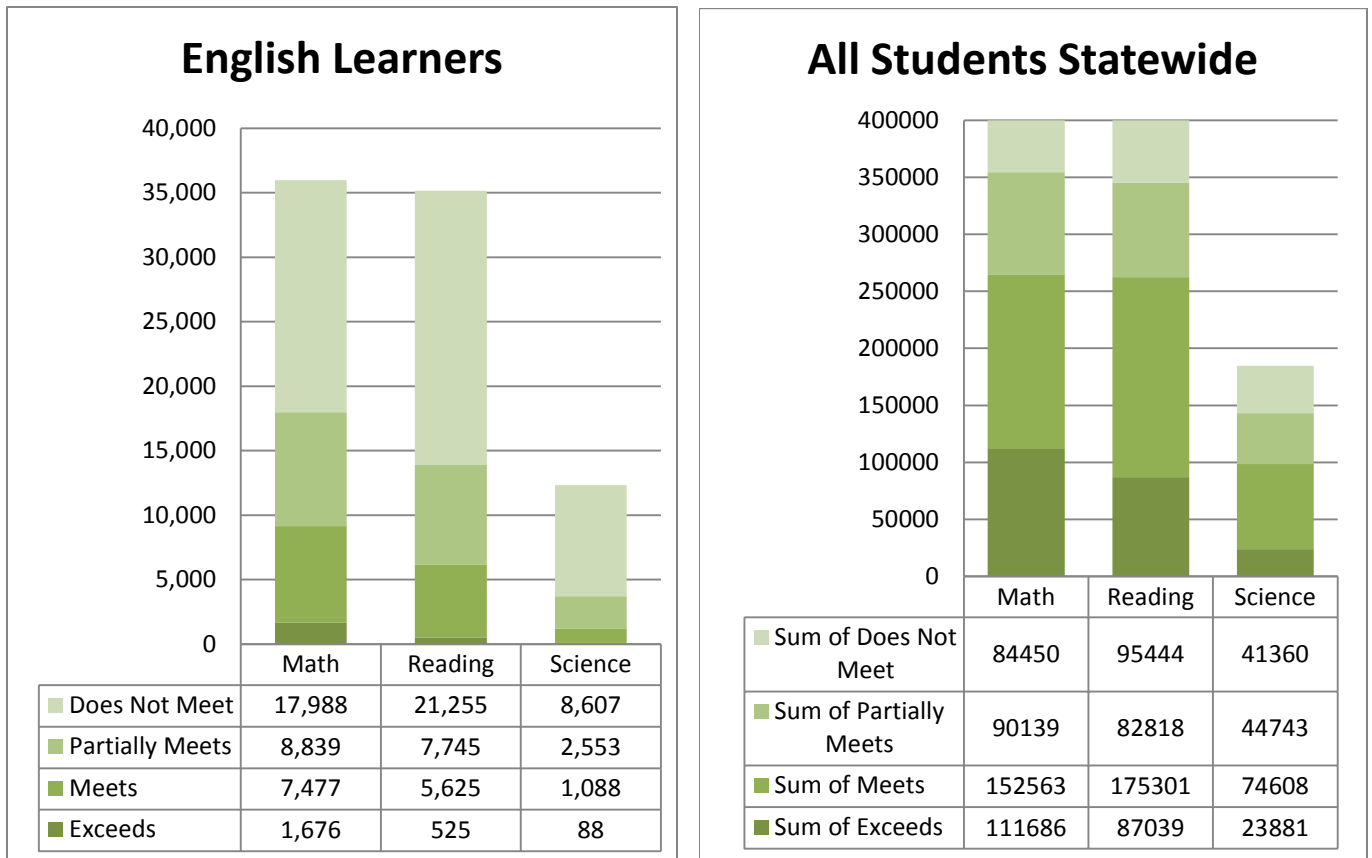
Source: Minnesota Department of Education 2014-2015 ACCESS Results

Minnesota Comprehensive Assessments

The Minnesota Comprehensive Assessments (MCAs) and alternate assessments (MCA-Modified and MTAS for students who receive special education services) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students in grades 3-8 take the reading and mathematics test every year. In high school, students take the reading test in 10th grade and the mathematics test in 11th. High Schools students are also required to take a science test in 10th, 11th or 12th grade. EL students may be exempt from taking the reading assessment if "New to Country." For more information on accountability testing and accommodations, refer to the [Procedures Manual for Minnesota Assessments](#). Figures 20-23 represent MCA results for ELs for 2015, and longitudinal data from 2011-2015.

Figure 20 shows a comparison of ELs to all students for math, reading, and science in 2015. For math, 4.7% of ELs exceed, 20.8% meet academic standards, while 24.6% partially meet and 50% do not meet academic standards. This compares to all students, 25.5% of whom exceed, 34.8% meet, 20.5% partially meet and 19.2% do not meet academic standards for math. For reading, 1.5% of ELs exceed, 16% meet academic standards, while 22% partially meet and 60.5% do not meet academic standards. This compares to all students, 19.8% of whom exceed, 39.8% meet, 18.8% partially meet and 21.7% do not meet academic standards for reading. For science, .7% of ELs exceed, 8.8% meet, 20.7% meet partially, and 69.8% do not meet academic standards. This compares to all students, 12.9% of whom exceed, 40.4% meet, 24.2% partially meet and 22.4% do not meet academic standards for science.

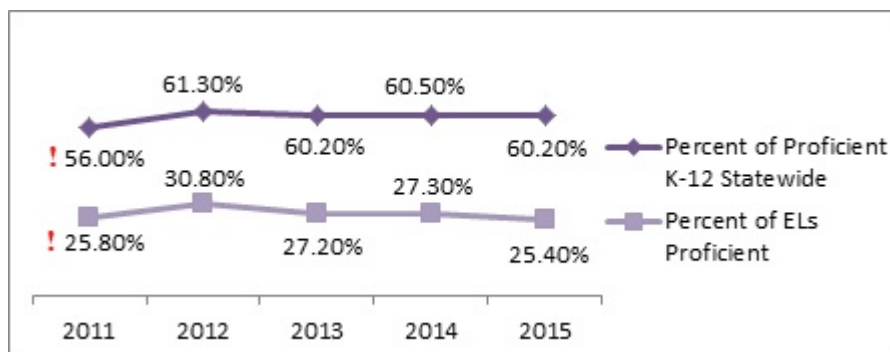
Figure 20. Comparison of ELs to All Students on Statewide Achievement Tests in Math, Reading and Science, 2015



Source: Minnesota Report Card October 2015 English Learners' Achievement in Mathematics

The report in figure 21 shows the percent of tested students who met or exceeded achievement standards in mathematics set by Minnesota educators. The proficiency trend shows results over time. The report shows ELs (on the left) and All Students (on the right). New, more rigorous achievement standards in Mathematics were implemented in 2011 (see exclamation marks in the figure below) for grades three through eight. For this reason, comparisons between the percentage of students who scored proficient in reading from 2011-2012 should be done only when keeping in mind that more rigorous standards were implemented.

Figure 21. Comparison of English Learners to All Students on Statewide Achievement Tests in Math 2015

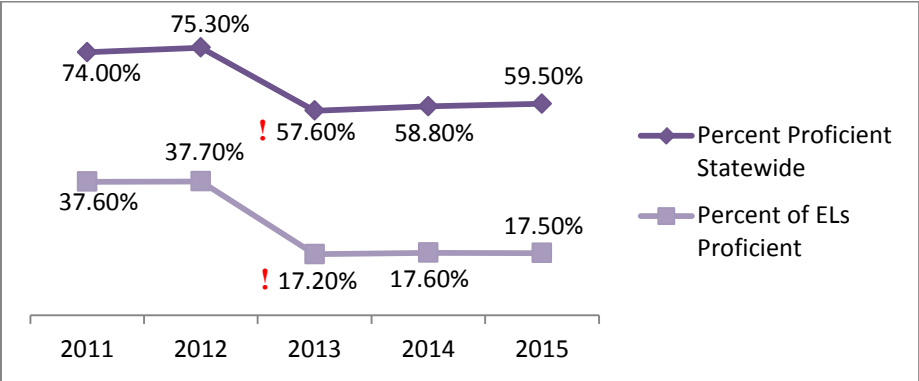


Source: Minnesota Department of Education October 2015

English Learners’ Achievement in Reading

The report in figure 22 shows the percent of tested students who met or exceeded achievement standards in reading set by Minnesota educators. The proficiency trend shows results over time. The report shows ELs (on the left) and all students (on the right) and shows similar gains by ELs and all students. New, more rigorous achievement standards in reading were implemented in 2013 (see exclamation marks in the figure below). For this reason, comparisons between the percentage of students who scored proficient in reading from 2013-2014 should be done only when keeping in mind that more rigorous standards had been implemented.

Figure 22. Comparison of English Learners to All Students on Statewide Achievement Tests in Reading 2015

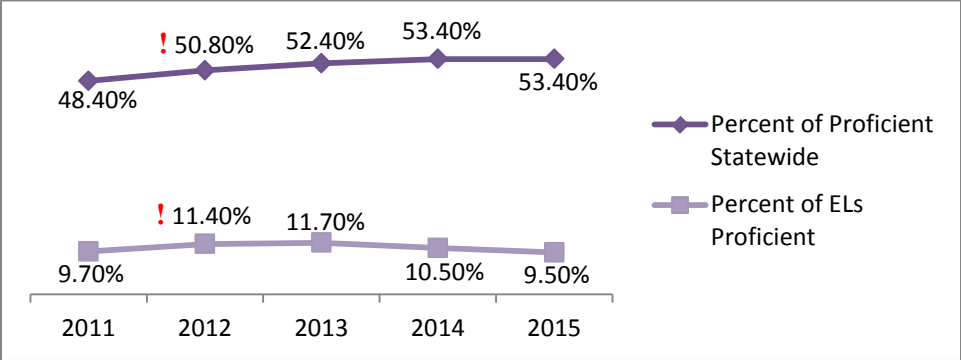


Source: Minnesota Report Card October 2015

English Learners’ Achievement in Science

The report in Figure 23 shows the percent of tested students who met or exceeded achievement standards for science set by Minnesota educators. The proficiency trend shows results over time. The report shows ELs (on the left) and All Students (on the right) and shows that ELs’ scores fell one percentage point (10.5% to 9.5%) where all students’ scores remained constant (53.4%). New, more rigorous achievement standards in reading were implemented in 2012 (see exclamation marks in the figure below). For this reason, comparisons between the percentage of students who scored proficient in reading from 2011-2012 should be done only when keeping in mind that more rigorous standards had been implemented.

Figure 23 Comparison of English Learners to All Students on Statewide Achievement Tests in Science 2015



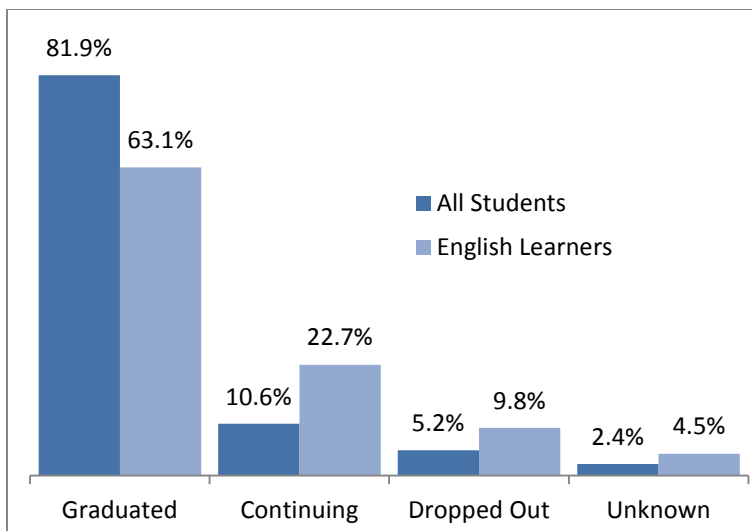
Source: Minnesota Report Card October 2015

English Learners' Graduation Rate

The Four-Year Graduation Rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period. Based on these calculations, only 63.1% of English learners graduate from Minnesota schools, 22.7% are continuing students, and 9.8% drop out of school. For information on how the graduation rate is calculated, please visit the Minnesota Department of Education [Data and Analytics webpage](#).

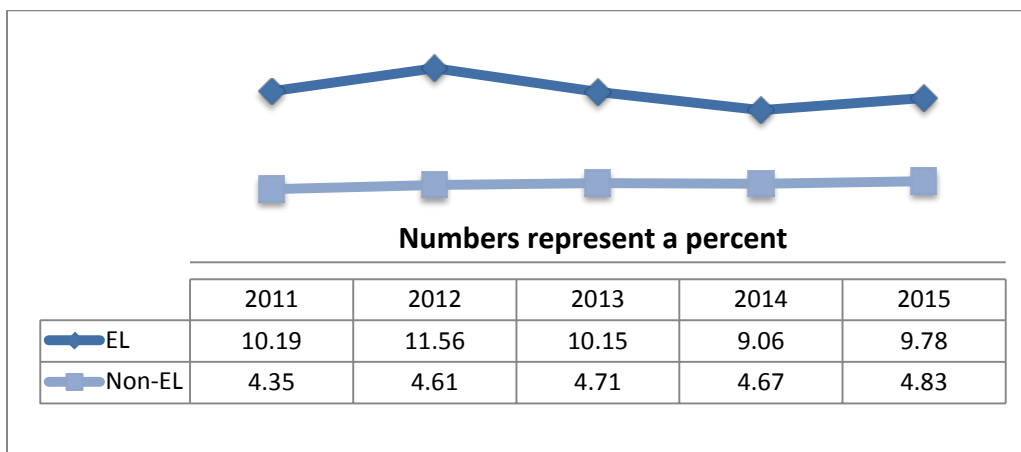
Graduation, dropout, and continuing trends for 2011-2015 are depicted in Figure 24-27. Since 2011, the dropout rate for ELs has decreased slightly compared to a slight increase for non-ELs. The graduation rate for ELs over that same period increased eleven percent (11%) to over sixty-three percent (63%).

Figure 24. Comparison of English Learners' and All Students' 4-Year Graduation Rate



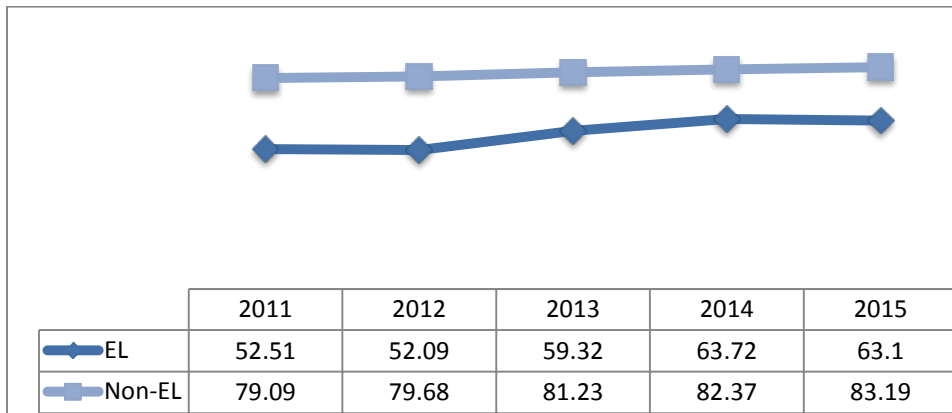
Source: Minnesota Report Card February 2016

Figure 25. Minnesota Drop Out Trends for 4-Year Graduation Cohort Comparing ELs and Non-ELs 2011-2015



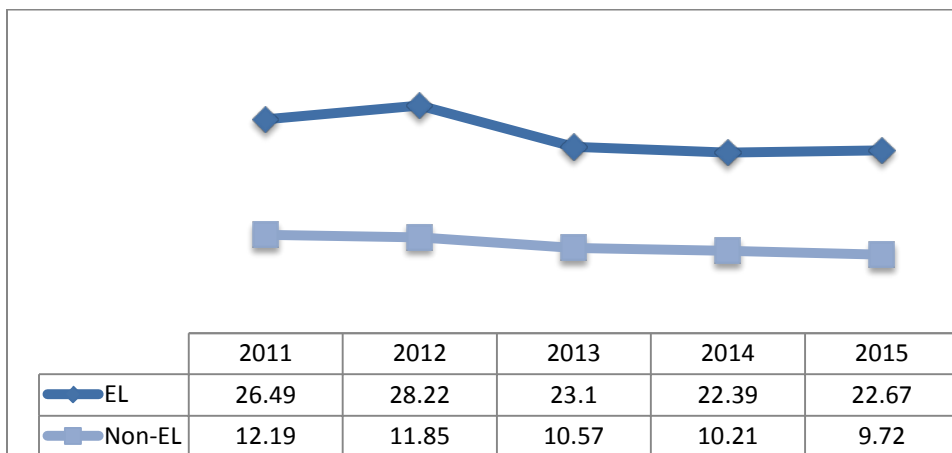
Source: Minnesota Report Card February 2016

Figure 26. Minnesota Four-Year Graduation Rate Trends Comparing ELs and Non-ELs 2011-2015



Source: Minnesota Report Card February 2016

Figure 27. Four-Year Continuing Students Comparing ELs and Non-ELs 2011-2015



Source: Minnesota Report Card February 2016

Annual Measurable Achievement Objectives

Title III requires states to define Annual Measurable Achievement Objectives (AMAOs) to measure and report on English learners progress toward and attainment of English proficiency and academic achievement standards. Three specific AMAOs have been established under the law:

- AMAO 1: Progress in English language acquisition measured by annual increases in the percentage of students making progress in learning English, based on the annual state English language proficiency assessment. For an individual student, progress toward English language proficiency is defined as a 0.5 gain in the composite proficiency level score from the prior year to the current year.
- AMAO 2: Attainment of English language proficiency measured by the percentage of students meeting state criteria for English language proficiency, as measured on the annual state English language proficiency assessment. For an individual student, attainment of English language proficiency is defined as a student with a composite

level score greater than or equal to 5.0 with an achievement level of 4.0 or more in the domains of listening, speaking, reading, and writing.

- AMAO 3: Academic achievement and success as measured by Adequate Yearly Progress (AYP) targets for the EL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics, as measured on the annual state content assessments and gains in attendance and graduation for ELs.

Districts that receive Title III funds must meet annual state targets or take corrective action. For 2015, 88 individual LEAs with an additional 10 consortia comprising 45 LEA members received Title III funds. Figure 28 displays AMAO district type results for 2014-2015. Figure 29 displays AMAO results for 2014.

Figure 28. AMAO Summary by District Type (2015-2016)

AMAO Stage	School Districts	Charters	Consortia
Made AMAO	13	3	2
Year 1 - Parent Notification	15	6	1
Year 2 - Needs Improvement	9	8	5
Year 3 - Continuing Needs Improvement	10	3	1
Year 4 or more - Program Modification	12	9	2
Not Participating in Title III in 2015-2016	1	4	Not Applicable

Source: Minnesota Department of Education Data Center 2016

ACCESS for ELLs results from non-Title III districts are included in the calculation of the state's overall AMAO. Minnesota's AMAO status is below:

Figure 29. Minnesota AMAO Status History

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Met Overall AMAO	No	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No

Source: Minnesota Department of Education Data Center 2016

For more information on AMAO or ACCESS results, please visit the [Data Center](#). The *AMAO Files*, *AMAO Report*, and *Assessment and Growth Files* are under *Accountability and Assessment*. The *MDE Secured Reports*, which require superintendent authorization to access, include student level data under *Accountability Reports* and *District and School Student Results (DSR and SSR)*.

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