



ENGLISH LEARNER EDUCATION IN MINNESOTA

FALL 2016 REPORT

Minnesota Department of

Education

Division of Student Support

ENGLISH LEARNER EDUCATION IN MINNESOTA

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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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Mission

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 (LIEPs) 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.

MINNESOTA ENGLISH LEARNER EDUCATION PRIORITIES

Academic excellence

MDE promotes research-based 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 establishes accountability frameworks which prioritize ELs and provide a statewide system of support for continuous improvement.

The state ensures that students are appropriately identified and qualified for services through a multiple measures system of accountability. Districts receive data and support to effectively evaluate and continuously improve educational outcomes to increase capacity for serving ELs and their families.

DEFINITION OF ENGLISH LEARNERS

An English Learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a pre-kindergarten student enrolled in an approved voluntary pre-kindergarten program under section 124D.151 who meets the following requirements ([2015 Minnesota Statutes, section 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 Statutes, 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 Statutes, section 124D.59](#)

Definitions. Defines an English Learner, essential instructional personnel, English as a second language program, bilingual education program, primary language, parent, and educational program for English Learners.

[Minnesota Statutes, 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 Statutes, 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 Statutes, 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](#)

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

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

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 Cir., 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."

WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT (WIDA)

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 ELP standards reflect the social and academic language expectations of ELs in grades pre-K through 12 attending schools in the U.S. Each ELP 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 Proficiency (ELP) Standards

ELP Standards	Standard Title	Abbreviated Title
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
ELP 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
ELP Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
ELP Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
ELP 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 on the next two pages.



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](https://www.wida-ed.org/standards/)

FIGURE 3: WIDA PERFORMANCE DEFINITIONS: SPEAKING AND WRITING, GRADES K-12

WIDA Performance Definitions Speaking and Writing, Grades K-12

WIDA™

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](https://www.wida-usa.org/standards/grades-k-12-performance-levels/)

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.



Minnesota

FIND INFORMATION ABOUT WIDA MINNESOTA ON THE [WIDA MINNESOTA WEBSITE](#).

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 EL 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 2010, 2015 AND 2016

	2010	2015	2016
Total	40,066,212	51,082,429	49,271,248
Districts	34,676,016	43,103,917	42,793,557
Charters	5,390,197	7,978,512	8,884,257

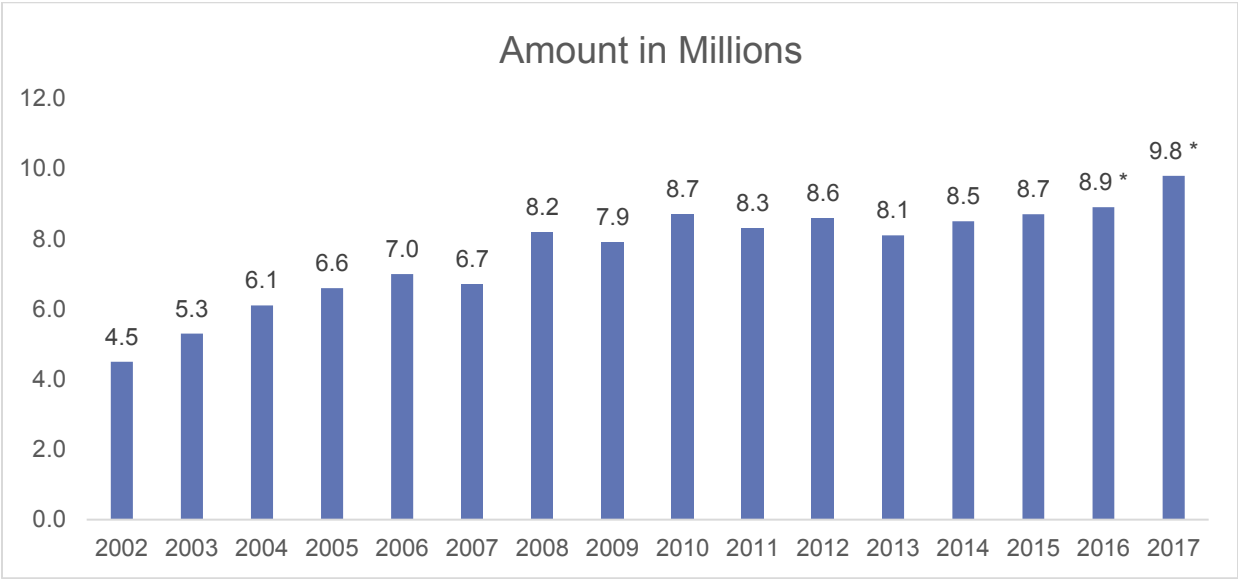
SOURCE: MINNESOTA DEPARTMENT OF EDUCATION'S WEBSITE, DATA CENTER, DATA REPORTS AND ANALYTICS, MINNESOTA FUNDING REPORTS, SEPTEMBER 2016.

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.

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.

FIGURE 5. MINNESOTA'S FEDERAL EL EDUCATION FUNDING 2002 TO 2017 (*2016 AND 2017 ARE ESTIMATES)

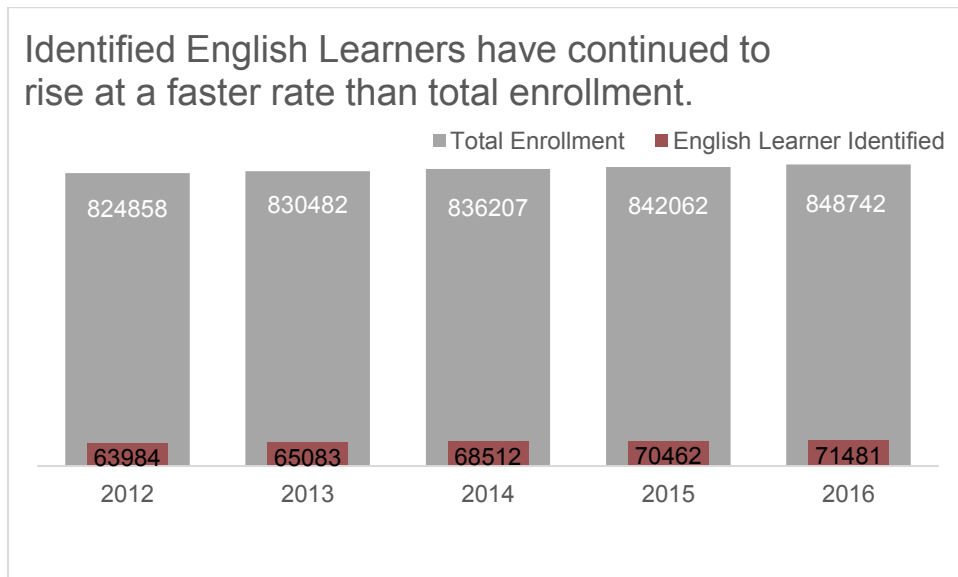


SOURCE: [UNITED STATES DEPARTMENT OF EDUCATION](#)

ENGLISH LEARNERS IN MINNESOTA

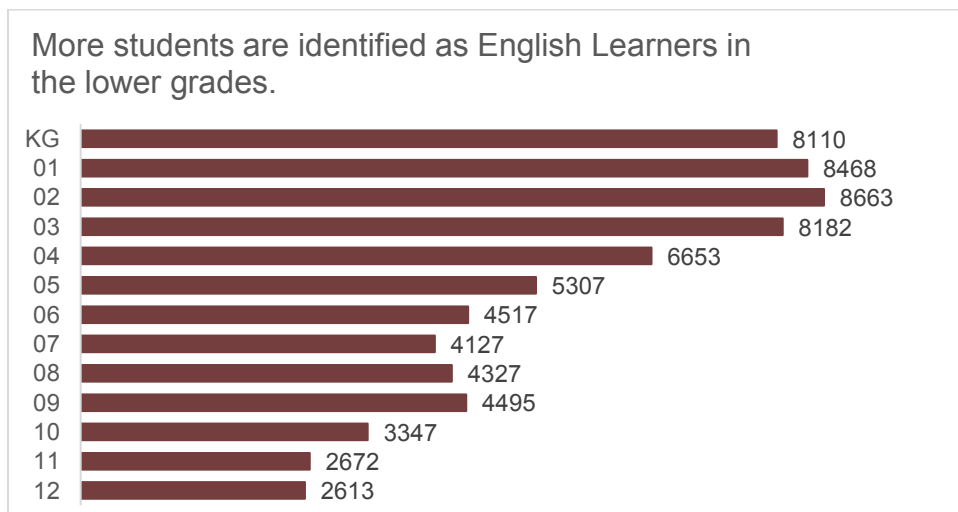
In the 2015-2016 school year, 848,742 K-12 students were enrolled in Minnesota public schools with 71,481 students, or 8.4 percent identified as English Learners. Figure 6 displays fall enrollment data from 2011-2012 through 2015-2016. The data indicates enrollment of ELs has kept pace with changes in overall enrollment since 2011 with incremental gains in the percentage of students identified as ELs. 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 6. TOTAL K-12 AND ENGLISH LEARNER ENROLLMENT IN MINNESOTA PUBLIC SCHOOLS, 2012-2016



SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2012-2016 ALL EL ENROLLMENT

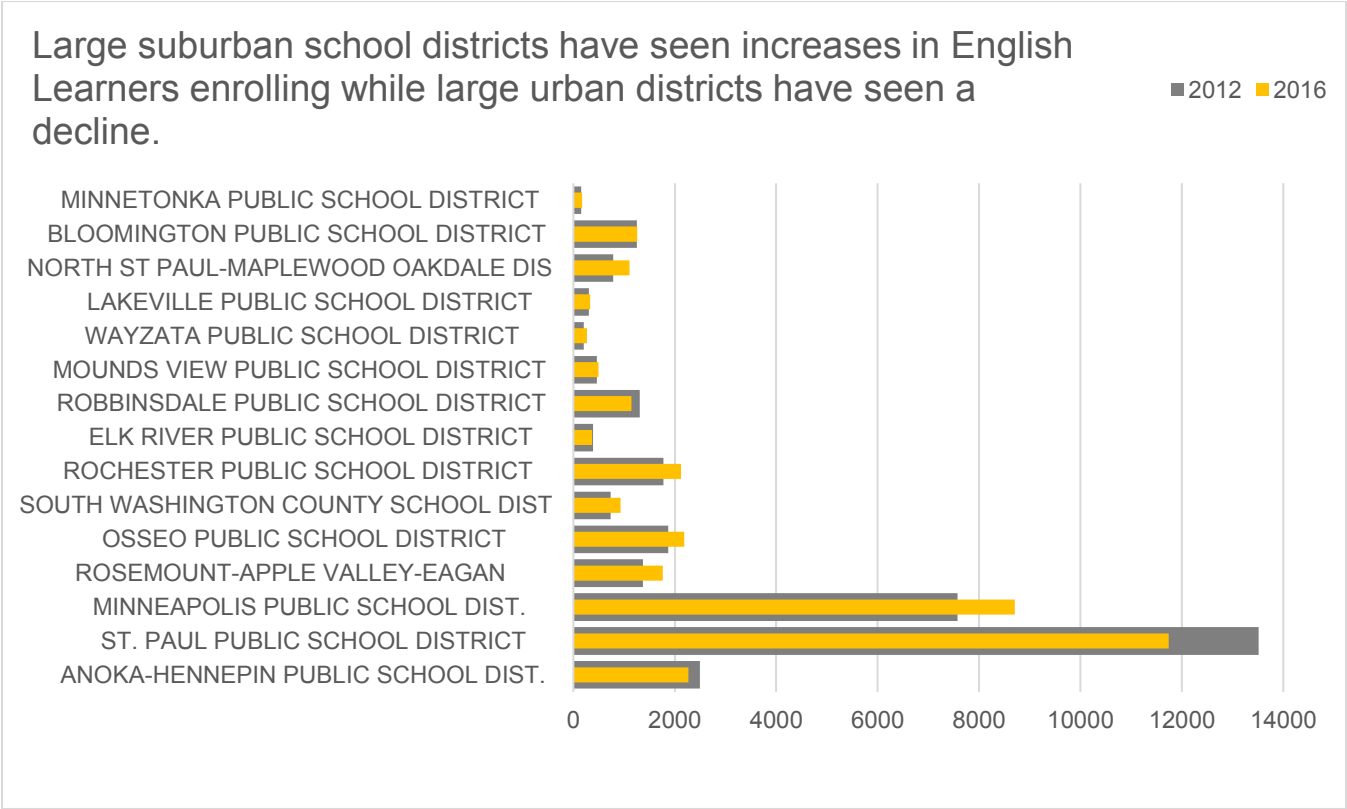
FIGURE 7. DISTRIBUTION OF K-12 STUDENTS IDENTIFIED AS ELS ENROLLED IN MINNESOTA PUBLIC SCHOOLS BY GRADE, 2015-2016



SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2015-2016 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 (Rochester, South Washington County, Osseo, Rosemount-Apple Valley-Eagan, and North St. Paul) showing more than a 70 percent increase in the EL population. Of the 15 districts, only three display a decrease of ELs between 2012 and 2016.

FIGURE 8. ENGLISH LEARNER ENROLLMENT IN THE LARGEST 15 MINNESOTA PUBLIC SCHOOL DISTRICTS

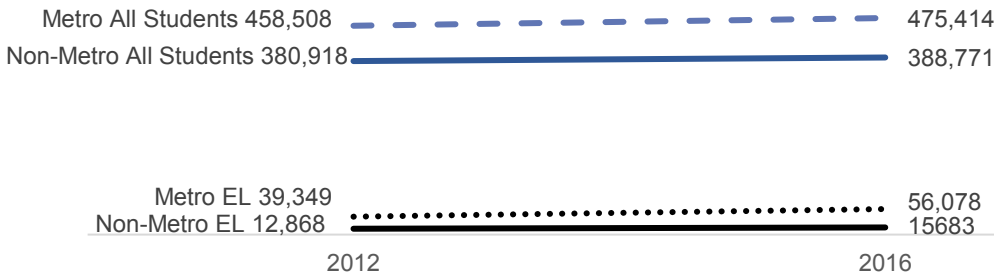


SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2012-2013 AND 2015-2016 EL ENROLLMENT

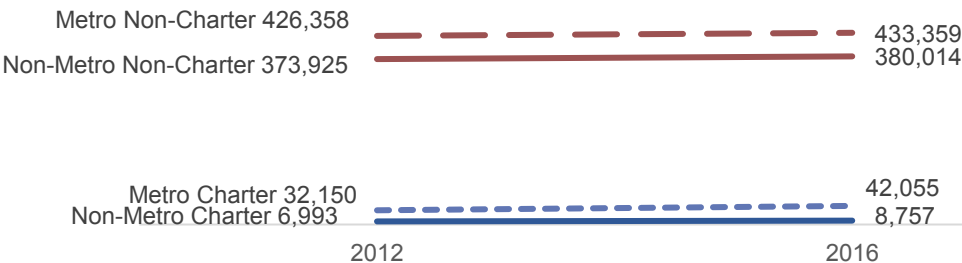
The 7-County Metro area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties) experienced a large increase in ELs over the past five years.

FIGURE 9. MINNESOTA K-12 ENROLLMENT COMPARING 7-COUNTY METRO AREA AND NON-METRO SCHOOL ENROLLMENT

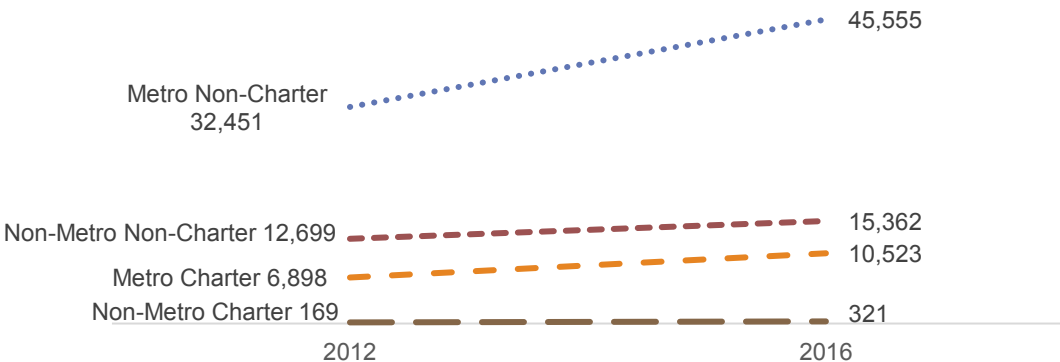
Metro Schools Have Increased Populations Over the Past 5 Years Compared to Non-Metro Schools



Charter Schools Have Increased Total Students Over the Past 5 Years Compared to Non-Charter



Metro Non-Charter Have Seen A Large Increase in EL Students Over the Past 5 Years



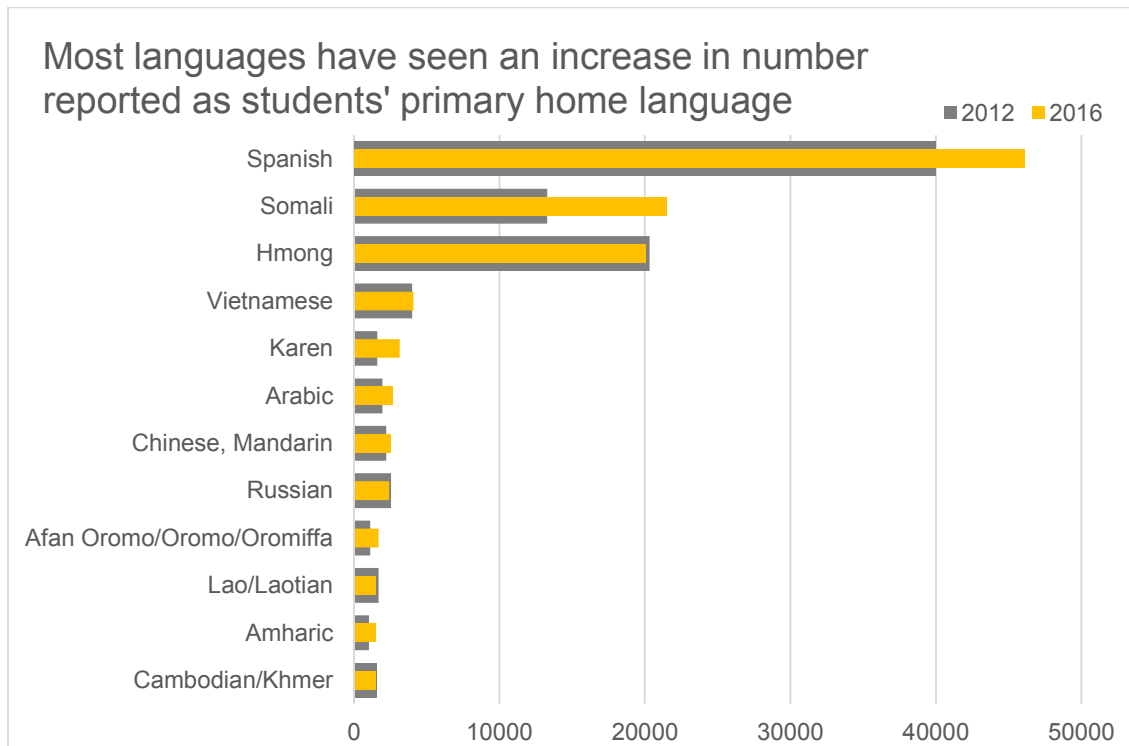
SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2012-2013 AND 2015-2016 EL ENROLLMENT

Primary Home Languages

In fall 2016, there were 345 different language categories reported for 864,185 students in MARSS, an increase of 108 languages categories from fall 2012. Of the 125,215 students who were reported to have a home language other than English, 71,761 students or 8.3 percent are identified as English Learners.

Figure 10 provides information about the top 12 primary languages other than English. From 2012 - 2016, Karen language, inclusive of Pwo Karen and S'gaw Karen, had the fifth highest numbers. Arabic shifted into sixth place, with Oromo in ninth place. Amharic, previously the 13th highest numbers now in eleventh place and Cambodian/Khmer as number 12.

FIGURE 10. MINNESOTA'S TOP 12 LANGUAGES OTHER THAN ENGLISH



SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2012 AND 2016 PRIMARY HOME LANGUAGE TOTALS

እንኳን ደህና መጣህ! Zoo siab txais tos! 歡迎!

Soo dhawow! **Welcome!** ¡Bienvenido!

Chào mừng bạn! စိပ်ဝိတံဝံနံ! សូមស្វាគមន៍!

Добро пожаловать!

Figure 11 represents the fall 2014 distribution of the top 12 primary home languages other than English reported for 10 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 11. THE NUMBER OF STUDENTS FOR THE TOP 12 PRIMARY LANGUAGES OTHER THAN ENGLISH IN SELECTED MINNESOTA COUNTIES

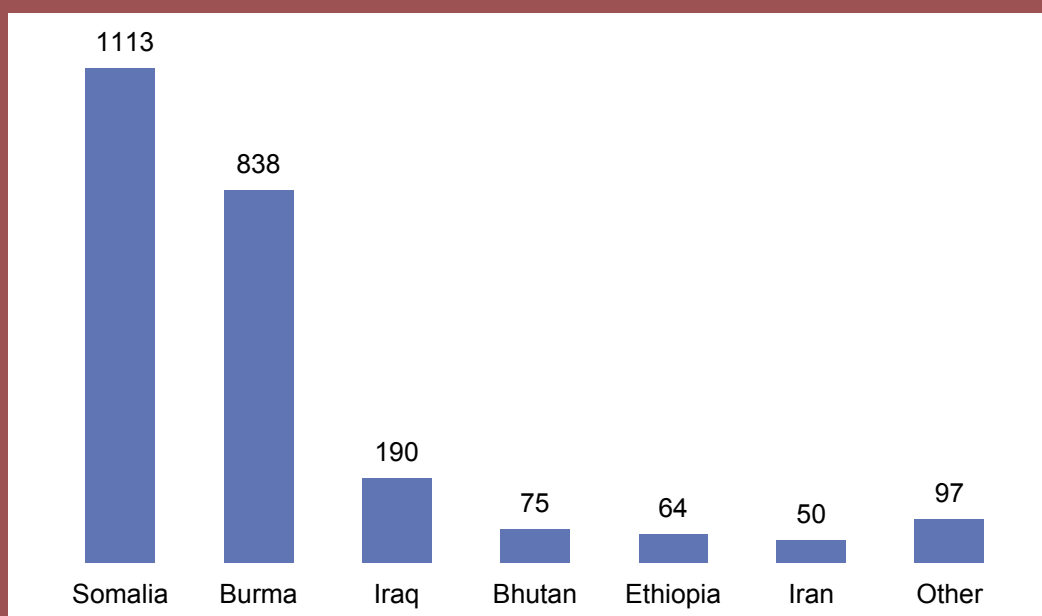
	Anoka	Carver	Dakota	Hennepin	Nobles	Olmsted	Ramsey	Scott	Stearns	Washington	Total
Amharic	134	10	330	322	33	19	404	12	4	108	1376
Arabic	730	15	242	493	5	447	301	25	36	88	2382
Chinese, Mandarin	113	39	323	812	1	222	297	81	36	208	2132
Hmong	1487	9	246	4648	0	93	12295	12	4	613	19407
Karen (Pwo, S'gaw)	1	0	2	3	139	0	3054	1	0	3	3203
Khmer, Cambodian	48	30	319	216	0	358	188	164	14	47	1384
Lao, Laotian	169	38	176	420	57	145	33	116	58	20	1232
Oromo	356	9	89	440	11	10	621	0	29	63	1628
Russian	353	45	330	705	0	37	162	276	7	47	1962
Somali	870	104	1848	8957	0	1102	3350	281	2205	101	18818
Spanish	2988	791	4869	15273	1437	1132	6269	1125	882	724	35490
Vietnamese	673	58	650	1031	14	216	581	287	121	161	3792
Total	7922	1148	9424	33320	1697	3781	27555	2380	3396	2183	92806

SOURCE: MINNESOTA DEPARTMENT OF EDUCATION 2015-2016 FALL PRIMARY HOME LANGUAGE TOTALS

Refugees in Minnesota

Minnesota continues to be a home to many refugees. Figure 12 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.

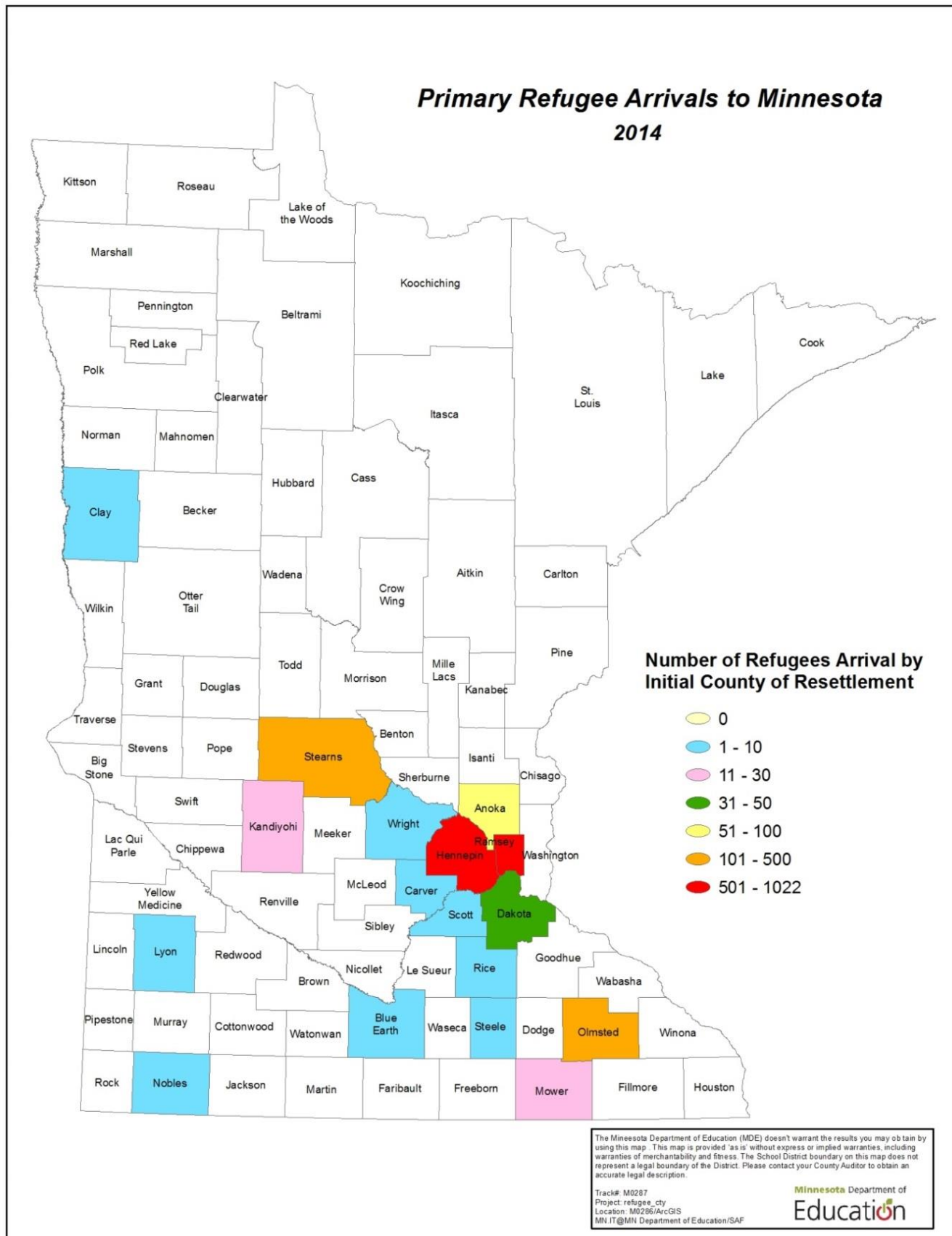
FIGURE 12. PRIMARY REFUGEE ARRIVALS, MINNESOTA 2014



SOURCE: MINNESOTA DEPARTMENT OF HUMAN SERVICES, 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 13 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).

FIGURE 13. PRIMARY REFUGEE ARRIVALS TO MINNESOTA, 2014



SOURCE: MINNESOTA DEPARTMENT OF HEALTH, 2014

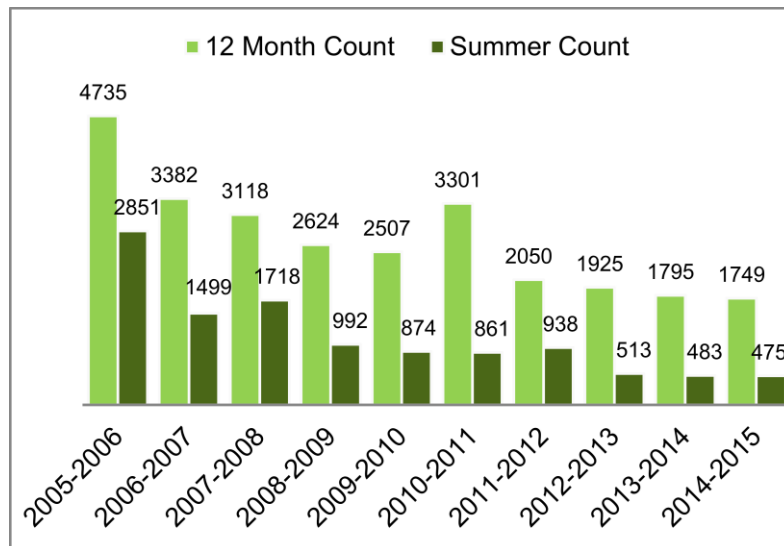
Migrant Children

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 14, 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 14. ELIGIBLE MIGRANT CHILDREN IN MINNESOTA;
9/1/2014 – 8/31/2015**



*SOURCE: MINNESOTA DEPARTMENT OF EDUCATION
CONSOLIDATED STATE PERFORMANCE REPORTS (2005-2015)*

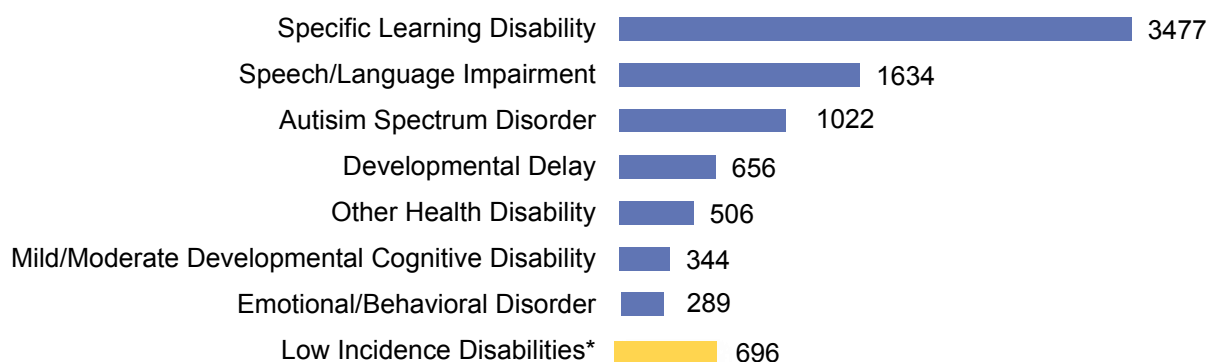
GUIDANCE ON EL-SPECIAL EDUCATION DUAL IDENTIFICATION

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.

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). It is important to include EL staff who are familiar with the students English language needs both when evaluating the student to determine eligibility for special education and when developing the IEP. 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)]. In addition, teams must consider "the language needs of the child as those needs relate to the child's IEP" when developing annual goals and planning services [CFR 300.324 (a) (2) (ii)].

Figure 15. 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

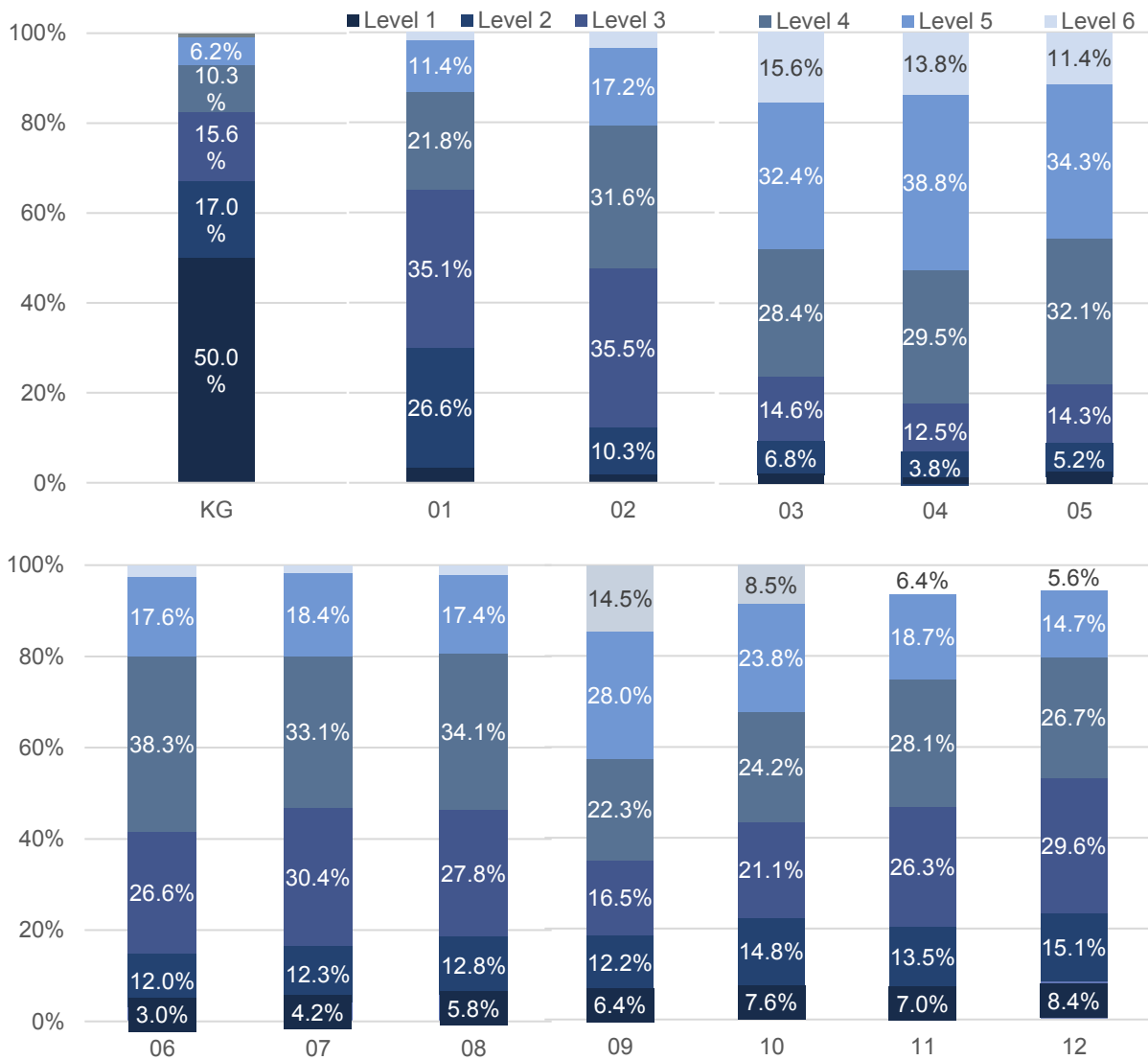
aligned with the state English Language Development standards. The tests are banded into five grade-level clusters: K, 1-2, 3-5, 6-8, and 9-12, and result in composite, listening, speaking, reading and writing scores between levels 1 through 6, with 6 being most proficient.

Figure 16 depicts the number of ELs with a composite score at each grade level. The majority of ELs in Kindergarten are at level 1 (50%), there are more ELs assessing at level 2 in grade 1 than in any other grade, ELs assessing in levels 3 are in the majority in grades 1 and 2, and in grades 2 to 8, more students assess at levels 4 than other grades. More students in grades 3 to 5 score at level 5 than other levels. 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 grades 11 and 12, the majority of ELs assess in the 3-4 range. Figure 17 represents statewide 2016 overall ACCESS for ELLs results.



FIGURE 16. PERCENT DISTRIBUTION OF STUDENTS AT EACH PROFICIENCY LEVEL (PL), K-12

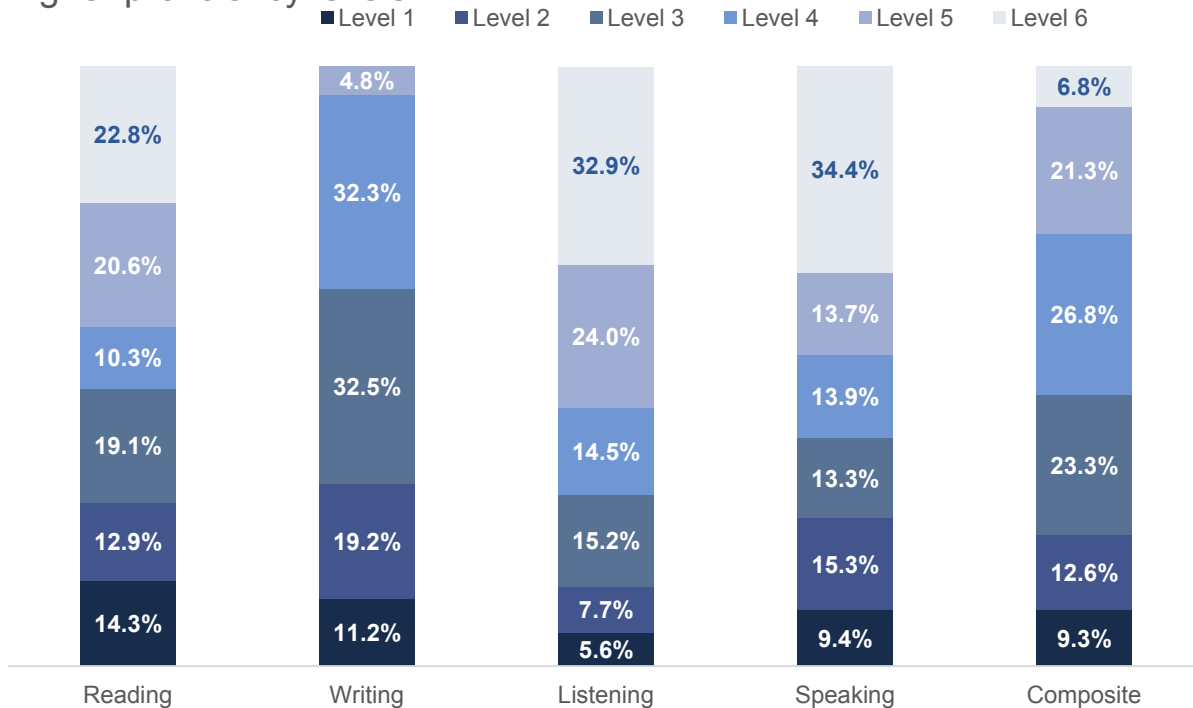
Proficiency levels look different depending on the grade band



SOURCE: WIDA DATA DASHBOARD 2016 MINNESOTA STATE OVERALL ACCESS RESULTS

FIGURE 17. PERCENT DISTRIBUTION OF STUDENTS AT EACH PROFICIENCY LEVEL, K-12 COMPOSITE AND DOMAIN SCORES

The writing domain has the fewest students scoring at the higher proficiency levels

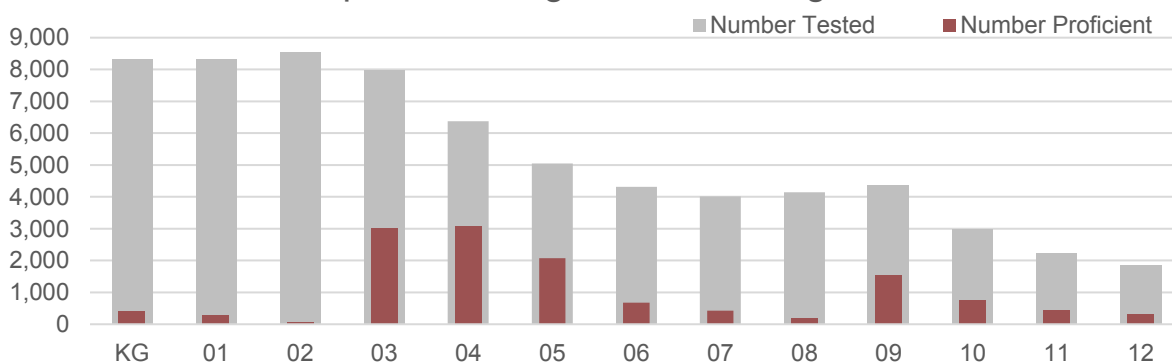


IN THE FIGURE ABOVE, THE “C” STANDS FOR “COMPOSITE,” “L” FOR “LISTENING,” “S” FOR “SPEAKING,” “R” FOR “READING” AND “W” FOR “WRITING.” SOURCE: WIDA DATA DASHBOARD 2013-2014 MINNESOTA STATE ACCESS TEST RESULTS

Figure 18 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 grade 3 (3,009) and grade 4 (3,073).

FIGURE 18. NUMBER OF ELS ASSESSED AND MET STATE PROFICIENCY CRITERIA

More students test proficient in grades 3-5 and grade 9



SOURCE: MINNESOTA REPORT CARD, SEPTEMBER 2016

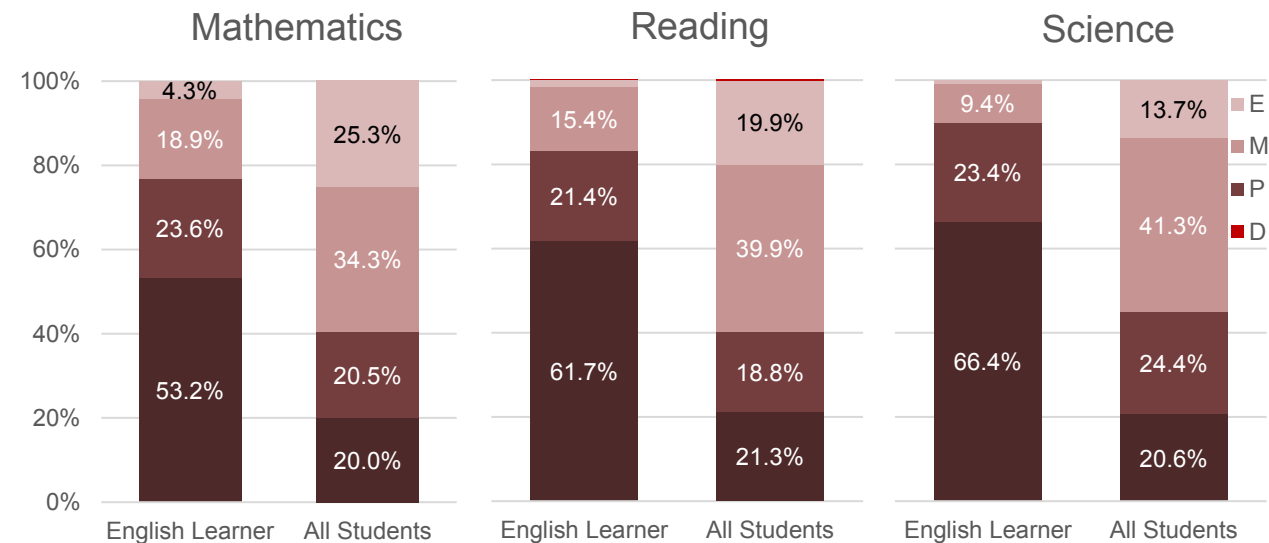
MINNESOTA COMPREHENSIVE ASSESSMENTS

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 School 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 19-20 represent MCA results for ELs for 2016, and longitudinal data from 2012-2016.

Figure 19 shows a comparison of ELs to all students for math, reading, and science in 2016. For math, 4.3 percent of ELs exceed, 18.9 percent meet academic standards, while 26.6 percent partially meet and 53.2 percent do not meet academic standards. This compares to all students, 25.3 percent of whom exceed, 34.3 percent meet, 20.5 percent partially meet and 20 percent do not meet academic standards for math. For reading, 1.5 percent of ELs exceed, 15.4 percent meet academic standards, while 21.4 percent partially meet and 61.7 percent do not meet academic standards. This compares to all students, 19.9 percent of whom exceed, 39.9 percent meet, 18.8 percent partially meet and 21.3 percent do not meet academic standards for reading. For science, 0.8 percent of ELs exceed, 9.4 percent meet academic standards, while 23.4 percent meet partially, and 66.4 percent do not meet academic standards. This compares to all students, 13.7 percent of whom exceed, 41.3 percent meet, 24.4 percent partially meet and 20.6 percent do not meet academic standards for science.

FIGURE 19. COMPARISON OF ELS TO ALL STUDENTS ON STATEWIDE ACHIEVEMENT TESTS IN MATH, READING AND SCIENCE, 2016

English Learners are less likely to be proficient on the mathematics, reading, and science content tests.



SOURCE: MINNESOTA REPORT CARD SEPTEMBER 2016

English Learners' Achievement in Math, Reading and Science

The report in figure 20 shows the percent of tested students who met or exceeded achievement standards in mathematics, reading and science set by Minnesota educators. The proficiency trend shows results over time. The report shows ELs (the bottom line) and All Students (the top line). New, more rigorous achievement standards for grades three through eight in reading in 2013 and in 2012 for science. For this reason, comparisons between the percentages of students who scored proficient in these subjects from the year of new implementation to the next year should be done only when keeping in mind that more rigorous standards were implemented.

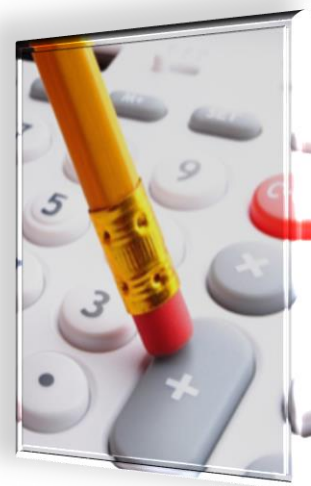
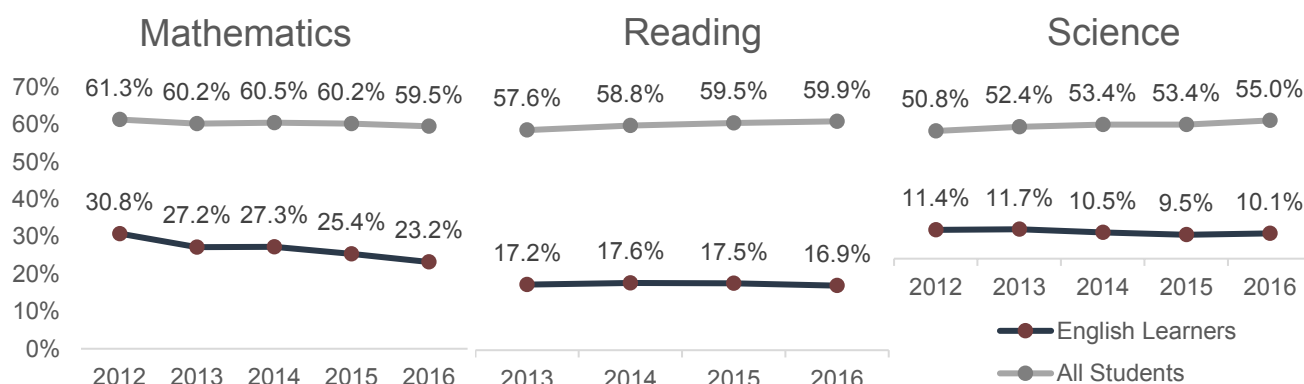


FIGURE 20. COMPARISON OF ENGLISH LEARNERS TO ALL STUDENTS ON STATEWIDE ACHIEVEMENT TESTS IN MATH, READING AND SCIENCE 2016



SOURCE: MINNESOTA DEPARTMENT OF EDUCATION SEPTEMBER 2016

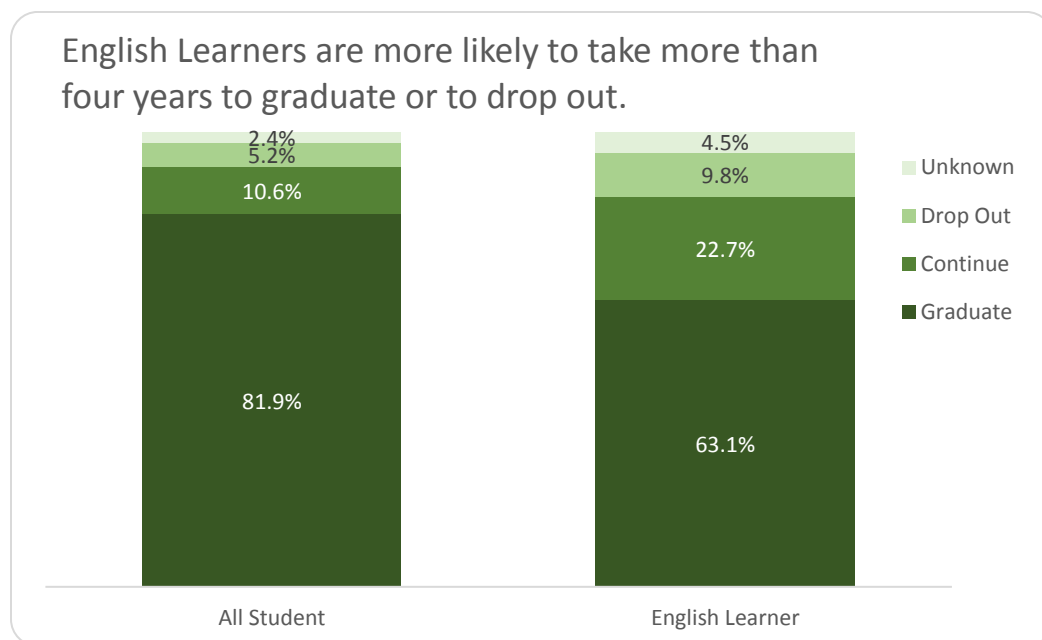
English Learners' Graduation Rate

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 percent of English Learners graduate from Minnesota schools, 22.7 percent are continuing students, 9.8 percent drop out of school, and 4.5 percent are unknown. 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%).

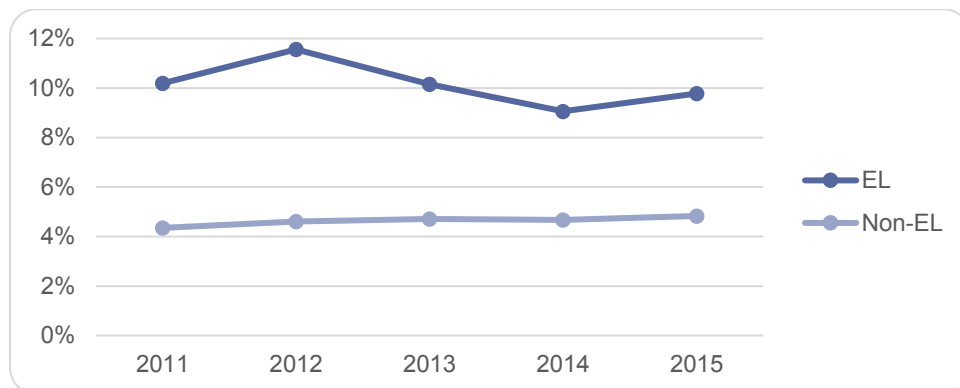


FIGURE 21. COMPARISON OF ENGLISH LEARNERS' AND ALL STUDENTS' 4-YEAR GRADUATION RATE



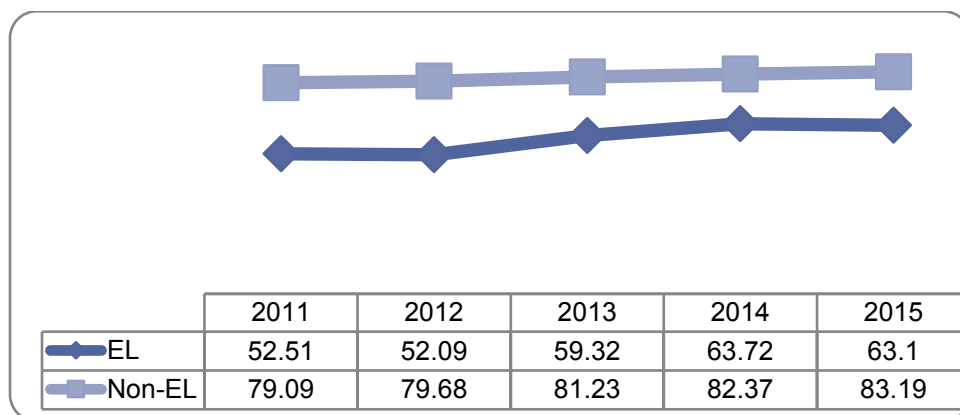
SOURCE: MINNESOTA REPORT CARD FEBRUARY 2016

FIGURE 22. MINNESOTA DROP OUT TRENDS FOR 4-YEAR GRADUATION COHORT COMPARING ELS AND NON-ELS 2011-2015



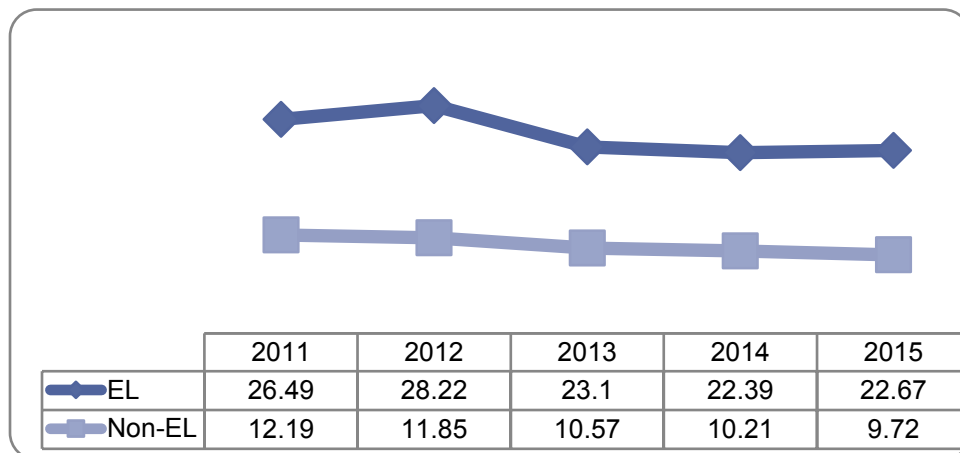
SOURCE: MINNESOTA REPORT CARD FEBRUARY 2016

FIGURE 23. MINNESOTA FOUR-YEAR GRADUATION RATE TRENDS COMPARING ELS AND NON-ELS 2011-2015



SOURCE: MINNESOTA REPORT CARD FEBRUARY 2016

FIGURE 24. 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 2015-2016, 98 individual LEAs with an additional 10 consortia comprising of 46 LEA members received Title III funds.

TITLE III ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) AND ESSA

During the 2016-2017 school year, Minnesota will begin transitioning from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA) which revises many portions of the Elementary and Secondary Education Act (ESEA). One such change impacts Title III AMAO accountability and reporting for districts and charter schools receiving Title III funding. AMAO accountability currently measures English Learner (EL) progress and proficiency on an English language proficiency assessment (ACCESS for ELLs and Alternate ACCESS for ELLs) and academic content assessments (MCA and MTAS).

MDE released AMAO results in early September. According to [guidance released by the U.S. Department of Education](#), MDE will not apply AMAO accountability designations based upon 2015-2016 English language proficiency assessments. Districts and charter schools are not required to take any action regarding the AMAO accountability designation.

Related changes are listed below:

1. AMAO parent notification is no longer required. Note that Title III EL Program Participation notification is still required. Notification must be given within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent English language proficiency assessments.
2. MDE will not collect new, revised or updated AMAO Improvement plans or AMAO Program Modification plans.

ENGLISH LEARNER EDUCATION CONTACTS

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Dennis Duffy	English Learner Education Specialist – LEAPS Implementation	651-582-8304 dennis.duffy@state.mn.us
Donna Larkey	Administrative Support	651-582-8579 mde.el@state.mn.us
Ursula Lentz	World Language and English Learner Education Specialist, Licensing, Dual Language and Immersion	651-582-8664 ursula.lentz@state.mn.us
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