



English Learner Education in Minnesota

Fall 2017 Report

English Learner Education in Minnesota

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 and Supreme Court cases pertaining to English learners and Minnesota Department of Education's (MDE's) support of Local Educational Agencies (LEAs) in implementing effective language instruction educational 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, provide a context for the data on ELs' academic progress and English language acquisition.

Additional information about home languages, counties that have English learner (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 Education program is to ensure equity and access to a high-quality education for English learners (ELs) to reach their greatest potential. MDE supports local educational 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 establishing measures of accountability.

Minnesota English Learner Education Program Priorities

Academic Excellence

MDE promotes research-based language instruction educational 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.

Definitions

English Learner

An English learner is defined in Minnesota under 2017 Minnesota Statutes, section 124D. 59, subdivision 2 as “a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 who meets the requirements under subdivision 2a or the following requirements:

- (1) the pupil, as declared by a parent or guardian uses a language other than English; and
- (2) the pupil is determined by a valid assessment measuring the pupil’s English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.”

Students with Limited or Interrupted Formal Education (SLIFE)

Students with limited or interrupted formal education make up a specific group of English learners. Signed into law in 2014, the Learning English for Academic Proficiency and Success (LEAPS) Act formally defined this group of English learners in state law and requires the Minnesota Department of Education to report on the acquisition of English and academic progress of SLIFE. The Minnesota LEAPS Act, under 2017 Minnesota Statutes, section 124D. 59, subdivision 2a, allows for an English learner to include “an English learner with an interrupted formal education who:

- (1) comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
- (2) enters school in the United States after grade 6;
- (3) has at least two years less schooling than the English learner's peers;
- (4) functions at least two years below expected grade level in reading and mathematics; and,
- (5) may be preliterate in the English learner's native language.

Recently Arrived English Learners (RAEL)

An RAEL is an English learner enrolled in a school in one of the 50 States in the United States or District of Columbia *for less than 12 months* (Minnesota Standardized English Language Procedures; Identification, 2017).

Long-term English Learners (LTEL)

Minnesota does not have a formal definition of long-term English learners within its statute. Also, the Every Student Succeeds Act (ESSA) does not formally define long-term English learners. However, under ESSA all states are required to report the number and percentage of English learners who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency [ESSA, Section 3122(a)(6)].

Immigrant and Refugee Youth

An immigrant student is defined as a student who:

1. a child who is aged 3 through 21;
2. was not born in any state or any U.S. territory;
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis); and,
4. while most immigrant students in Minnesota are also English learners, students who are not ELs can also be identified for funding and support.

For additional information, see the Minnesota Department of Education's web page on [Immigrant Children and Youth Grant](#).

Migratory Children

According to sections 1115(c)(1)(A) (incorporated into the Migrant Education Program (MEP) by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if the following conditions are met:

1. The child is not older than 21 years of age; and,
 - a. The child is entitled to a free public education (through grade 12) under state law, or,
 - b. The child is not yet at a grade level at which the LEA provides a free public education, and,
2. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and,
3. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and,
 - a. From one school district to another; or,
 - b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or,
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

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 a language instruction educational program that provides them access to the academic content instruction that all children receive. 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 Every Student Succeeds Act (ESSA), delineated more specifically the responsibilities of schools, districts, and states to ensure that ELs become proficient in English and meet the same challenging state academic standards as expected of their English-only peers.

The reauthorization of Elementary and Secondary Education, as amended by Every Student Succeeds Act (ESSA), is an opportunity for creating additional growth towards proficiency of the Minnesota English learner as well as creating opportunities to meaningfully include and support English learners. In the past, Minnesota did not mandate statewide EL entry and exit criteria or procedures. However, as part of ESSA implementation, states are required to develop and implement standardized entry and exit criteria and procedures.

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 10 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 (EL) Programs Aid: Outlines school district EL revenue, and participation of nonpublic school pupils.

[Minnesota Rule 3501.1200](#) Scope and Purpose: 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 embedded 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 in 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 as amended by ESSA, 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 utilize an evidence-based research

program shown to be the most effective for teaching English language. Additionally, the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), recognizes the importance of parent, family, and community engagement and requires every district receiving Title III to provide programming for these significant stakeholders.

[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. §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.

[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)]

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)]

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."

WIDA™ (formerly known as World-Class Instructional Design and Assessment)

The Minnesota Department of Education joined the WIDA Consortium (formerly known as World-Class Instructional Design and Assessment) in 2011. The consortium consists of 39 member states with additional states adopting the WIDA English language development (ELD) 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 development (ELD) standards and the ACCESS for ELLs 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 WIDA Screener is used for identification purposes with by incoming students who use or understand one or more other language in addition to English.

The Alternate ACCESS for ELLs is an assessment of English language development (ELD) 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 2.0 assessment. The ESEA, as amended by ESSA (2015), 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 pre-K through 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 in Minnesota on January 3, 2012.

Figure 1. WIDA Standards Framework



Source: WIDA Booklet 2012 Standards Strands

Figure 2. English Language Development (ELD) Standards

ELP Standards	Standard Title	Abbreviated Title
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
ELD 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
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
ELD 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™ 2012 Amplification of the English language development standards, K-12, page 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. See the [English Language Development Standards Implementation website](#) for more information.

ACCESS for ELLs has six levels of proficiency ranging from the first, 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 Figure 3. For a closer look, visit the [WIDA English Language Development \(ELD\) Standards website](#).

Figure 3: WIDA Performance Definitions: Listening and Reading, Grades K-12

Within sociocultural contexts for processing language...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
<p>Level 6 - Reaching</p> <p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p> <p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p>			
<p>Level 5 Bridging</p> <ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures 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 across content areas 	
<p>Level 4 Expanding</p> <ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	
<p>Level 3 Developing</p> <ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	
<p>Level 2 Emerging</p> <ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas 	
<p>Level 1 Entering</p> <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, instructional and some content-related words and phrases 	



Source: *Performance Definitions for Listening and Reading; WIDA Standards Website*

WIDA™ Resources

As part of the WIDA Consortium, 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 U.S. 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 Learner Education

State Funding

The primary responsibility in meeting the needs of ELs lies with the local school district. 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. 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 by state definition;
- have generated fewer than 7 years of average daily membership (ADM) in Minnesota public schools; and,
- are served in a language instruction educational 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. ACTUAL STATE EL FUNDING in dollars.

	2010	2015	2016	2017	2018 (estimate)
Total	40,066,212	51,082,429	49,271,248	53,530,088	53,015,875
Districts	34,676,016	43,103,917	42,793,557	46,475,431	44,481,444
Charters	5,390,197	7,978,512	8,884,257	7,054,657	7,534,431

Source: Minnesota Department of Education, Data Center, Data Reports and Analytics, Minnesota Funding Reports, October 2017

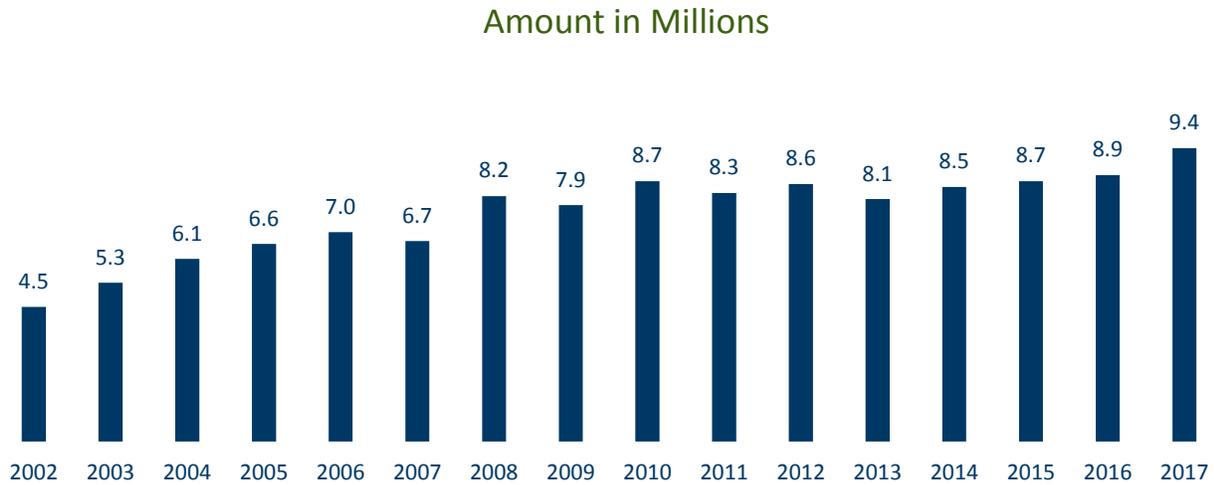
Federal Funding

Title III, a component of the Every Student Succeeds Act of 2015, is another source of funding to supplement the resources of a local educational 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. Additionally from the Title III allotment, 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.

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

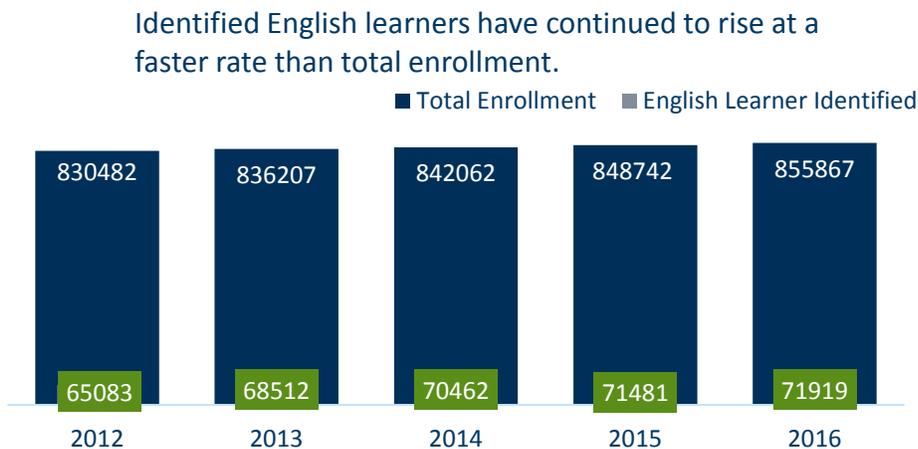


Source: [United States Department of Education](#)

English Learners in Minnesota

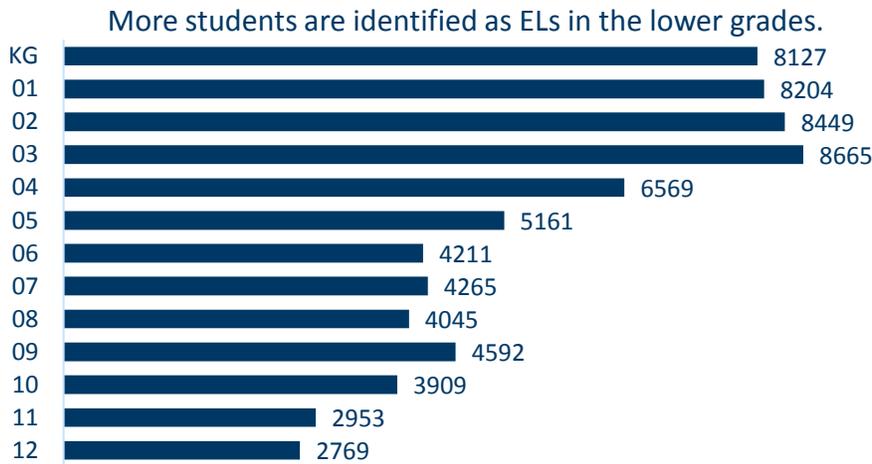
In the 2016-2017 school year, 855,867 K-12 students were enrolled in Minnesota public schools with 71,919 students, or 8.4 percent identified as English learners. Figure 6 displays fall enrollment data from 2011-2012 through 2016-2017. The data indicates enrollment of ELs has kept pace with changes in overall enrollment since 2011 with incremental gains in the percentage of students identified as ELs. Figure 7 shows the distribution of Minnesota 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*

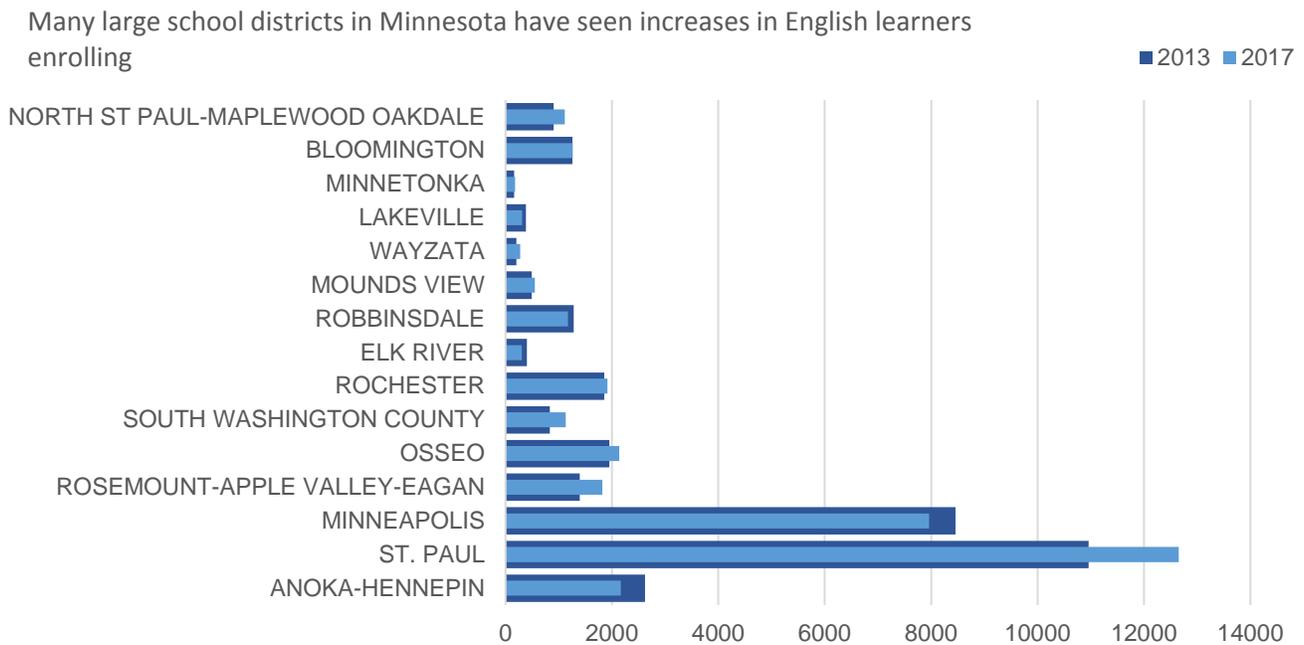
Figure 7. Distribution of K-12 Students Identified as ELs Enrolled in Minnesota Public Schools by Grade, 2016-2017



Source: Minnesota Department of Education 2016-2017 Fall EL Enrollment

Figure 8 illustrates the growth in the number of ELs within the largest 15 school districts across the state looking at data from 2013 and 2017. Nine districts showed increased numbers of ELs (North St. Paul, Minnetonka, Wayzata, Mounds View, Rochester, South Washington County, Osseo, Rosemount-Apple Valley-Eagan, St. Paul). The largest increase in these two years was in St. Paul. Of the 15 districts, only three display a decrease of ELs between 2013 and 2017.

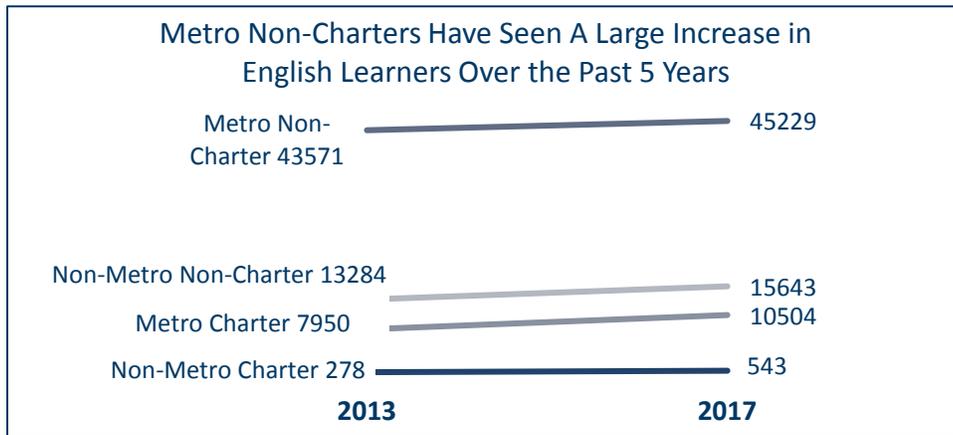
Figure 8. English Learner Enrollment in the Largest 15 Minnesota Public School Districts



Source: Minnesota Department of Education 2013-2014 and 2016-2017 EL Enrollment

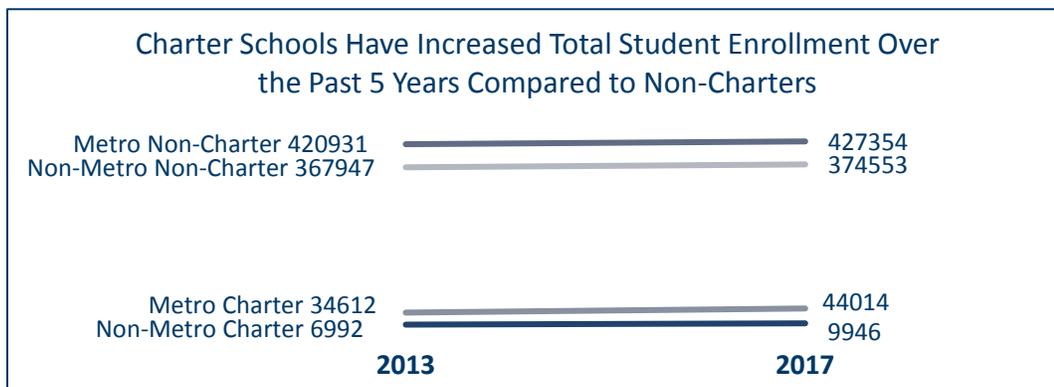
Figures 9.1-9.3 show that the 7-County Metro area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington counties) experienced a large increase in ELs over the past five years.

Figure 9.1. Minnesota K-12 Enrollment Comparing 7-County Metro Area and Non-Metro School Enrollment



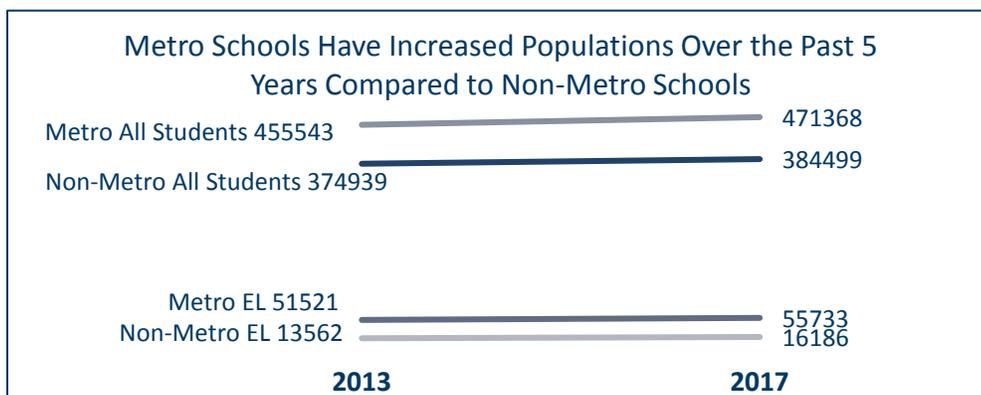
Source: Minnesota Department of Education 2012-2013 and 2016-2017 EL Enrollment

Figure 9.2. Minnesota K-12 Enrollment Comparing 7-County Metro Area and Non-Metro School Enrollment



Source: Minnesota Department of Education 2012-2013 and 2016-2017 EL Enrollment

Figure 9.3. Minnesota K-12 Enrollment Comparing 7-County Metro Area and Non-Metro School Enrollment



Source: Minnesota Department of Education 2012-2013 and 2016-2017 EL Enrollment

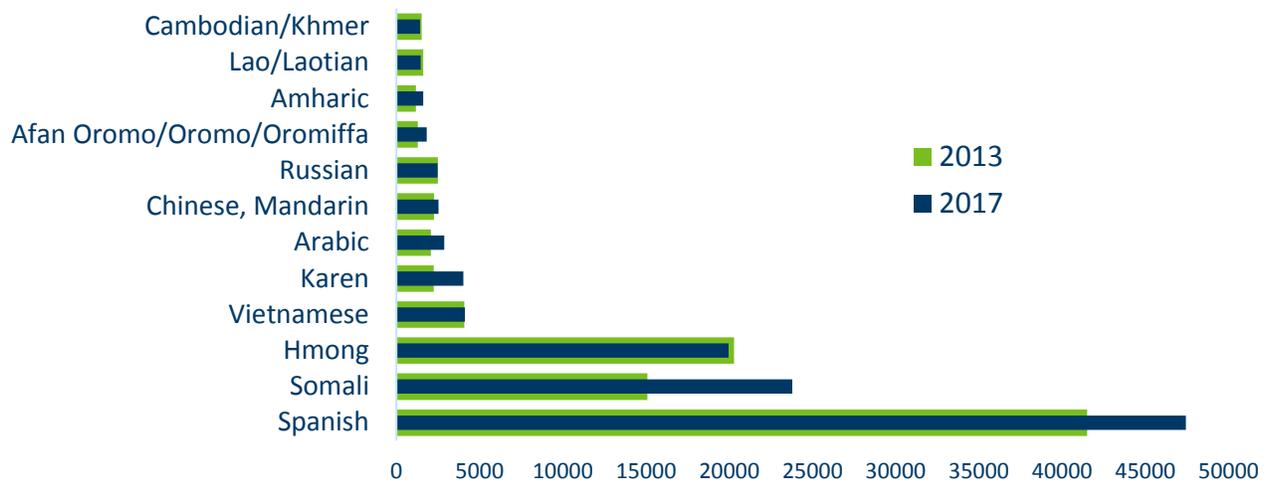
Primary Home Languages

In 2016-2017, 252 different home languages were reported for 856,687 students in MARSS, compared to the 230 home languages reported for 2012-2013, an increase of 22 languages. Of the 125,215 students who were reported to have a home language other than English for 2016-2017, 72,335 students or 8.4 percent of the total enrollment are identified as English learners.

Figure 10 provides information about the top 12 primary languages other than English. From school years 2012-2013 to 2016-2017, Karen language, inclusive of Pwo Karen and S'gaw Karen moved to fifth place; Arabic moved from seventh to sixth place, with Oromo in ninth and Cambodian/Khmer in twelfth place. Spanish continues to be the largest reported home language other than English.

Figure 10. Minnesota's Top 12 Languages Other than English

Most primary home languages have seen an increase in student counts



Source: Minnesota Department of Education, [Data Reports and Analytics](#)

Figure 11 represents the fall 2017 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 (34,861 or 35.6 percent) whose home language is one of the top 12 primary home languages other than English in these counties. Anoka County has the highest percentage of Arabic speakers (30.8 percent) of the selected counties. Olmsted County has the highest percentage of Khmer or Cambodian speakers (25.6 percent), with Ramsey County having the highest percentage of Hmong (62.3 percent), Karen (95.7 percent), and Oromo (36.9 percent) speakers. Hennepin County has the most Mandarin Chinese (38.3 percent), Lao (34.5 percent), Russian (41.6 percent), Somali (46.2 percent), and Vietnamese (27 percent) reported as home languages for the selected counties. For the selected 10 counties, Spanish has the highest number in all counties, except for Ramsey County where Hmong is reported as the highest number for home languages and Stearns County where Somali is the largest number reported for home languages other than English.

Figure 11. The Number of Students for the Top 12 Primary Languages Other than English in Selected Minnesota Counties

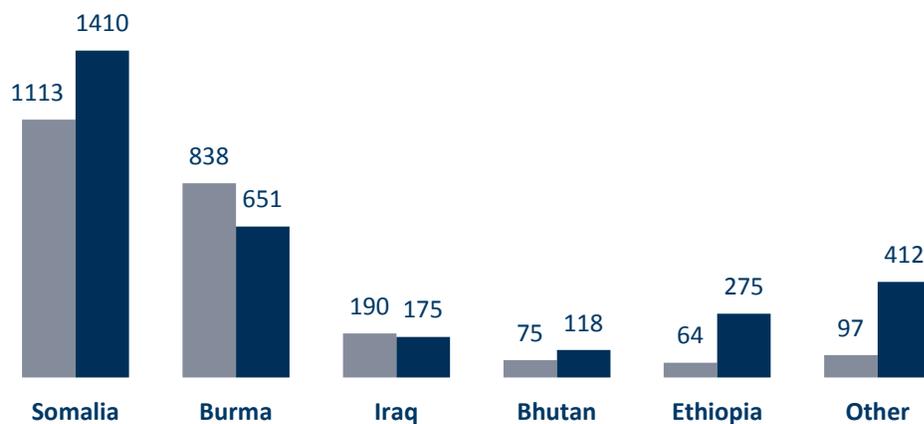
	Anoka	Carver	Dakota	Hennepin	Nobles	Olmsted	Ramsey	Scott	Stearns	Washington	Total
Amharic	158	7	412	343	37	27	440	14	6	137	1581
Arabic	787	22	265	522	4	480	311	34	35	97	2557
Chinese, Mandarin	120	46	338	849	1	224	293	81	38	224	2214
Hmong	1590	10	239	4722	0	94	12128	20	1	672	19476
Karen (Pwo, S'gaw)	0	0	3	3	147	0	3463	1	0	2	3619
Khmer, Cambodian	46	33	316	209	0	355	174	180	14	59	1386
Lao, Laotian	159	39	175	416	56	144	34	109	54	21	1207
Oromo	407	8	97	484	15	13	666	16	25	73	1804
Russian	360	42	327	850	0	30	65	320	5	46	2045
Somali	1028	145	1894	9656	1	992	4005	346	2725	127	20919
Spanish	3256	804	5167	15766	1540	1203	6556	1154	945	833	37224
Vietnamese	703	55	668	1041	15	211	582	292	123	170	3860
Total	8614	1211	9901	34861	1816	3773	28717	2567	3971	2461	97892

Source: Minnesota Department of Education 2016-2017 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 and 2016. 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. In 2016, significant numbers of arrivals were from Moldova (47), Ukraine (78), and Zaire (98). Other arrivals have increased substantially from 97 in 2014 to 412 in 2016.

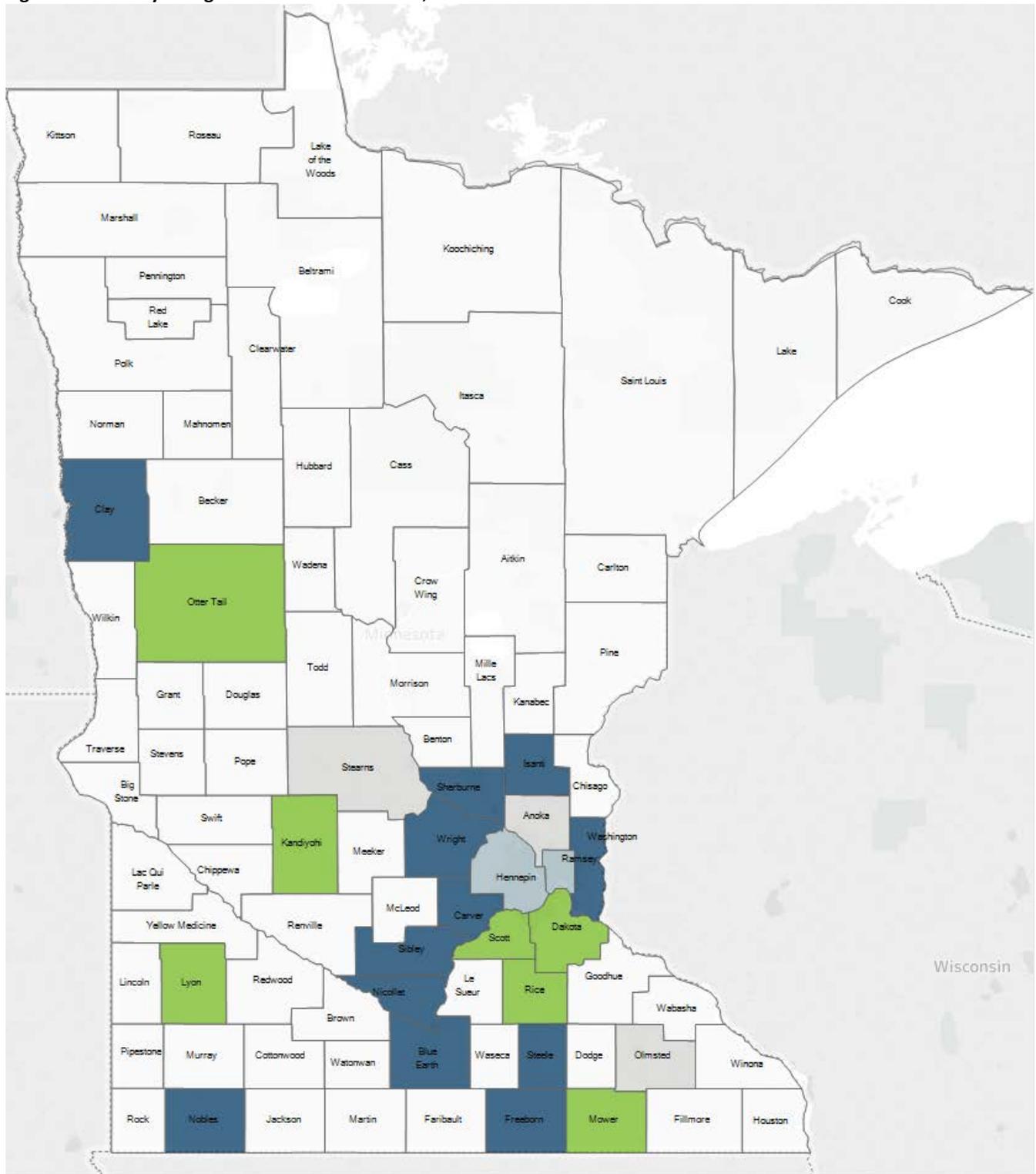
Figure 12. Primary Refugee Arrivals, Minnesota 2014 and 2016



Source: Minnesota Department of Human Services, 2014 and 2016

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, on the following page, represents the distribution of primary refugee arrivals throughout the state in 2016. This data does not include secondary refugee arrivals which also impact many Minnesota counties. Secondary refugees initially settled in another state but soon move to Minnesota.

Figure 13. Primary Refugee Arrivals to Minnesota, 2016



Number of Refugees
 0 21-100 >500
 1-20 101-500

Source: Minnesota Department of Health, 2016

Migratory Children

Migratory children (see definition on page 6) are eligible to participate in a summer Migrant Education Program and receive resources during the part of the school year in which they are enrolled in a Minnesota district. Migrant education programming in Minnesota ensures that migratory children fully benefit from the same free public education provided to other children. As shown in figure 14, during the 2015-2016 school year, 1,749 migrant children, ages 3 through 21, were identified in Minnesota as eligible for migrant services.

Migratory children and families face unique language, social and academic challenges due to high mobility. As a result of this mobility in search of agricultural work, they may experience challenges such as unaffordable housing, low wages, limited resources to purchase nutritious foods, lack of affordable health and dental care and/or over-/under-immunization, health hazards (e.g., exposure to pesticides and other occupational harm), receiving appropriate academic placement, and difficulty with credit accrual. Districts can address these needs by making referrals to appropriate resources, assessing students, facilitating inter- and intrastate coordination with the sending districts, and swiftly assessing the language and academic needs of eligible migrant students to ensure services are received in a timely manner. Migrant children may also qualify for English learner programs and services. It is each district's responsibility to use Minnesota's standardized identification criteria uniformly to ensure migratory students' needs are identified and met, just as with all other students.

Figure 14. Eligible Migrant Children in Minnesota



Source: Minnesota Department of Education Consolidated State Performance Reports (2006-2016)

English Learners and Special Education

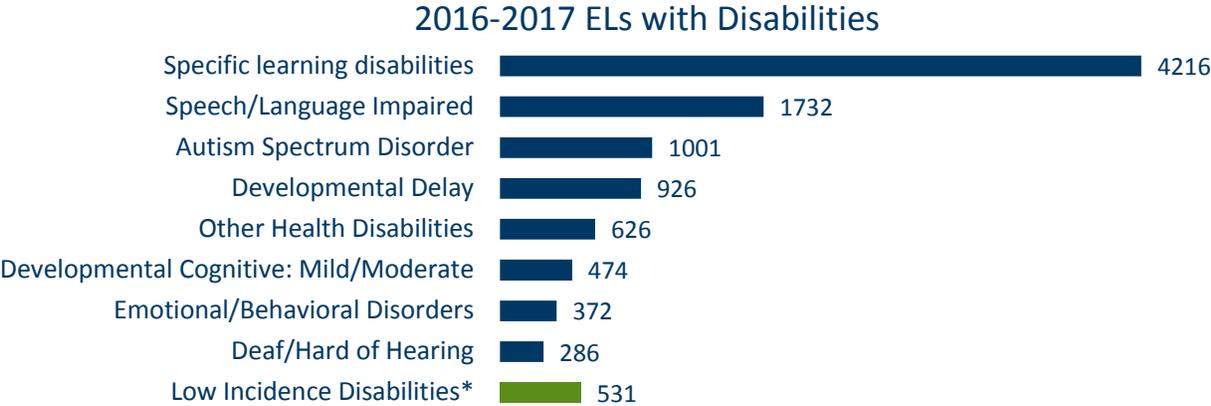
Title III of ESSA and other federal laws require that English learners who also qualify for special education services (dual-eligible students) receive both EL and special education services. Under the Individuals with Disability Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, 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. When severe disability exists, an adaptive exam should be given

(see [Alternate ACCESS for ELLs](#) 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)].

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 15 shows the distribution of Minnesota ELs with disabilities.

Figure 15. Distribution of ELs with Disabilities, 2017



***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 2017

English Learner Achievement

State Accountability Tests

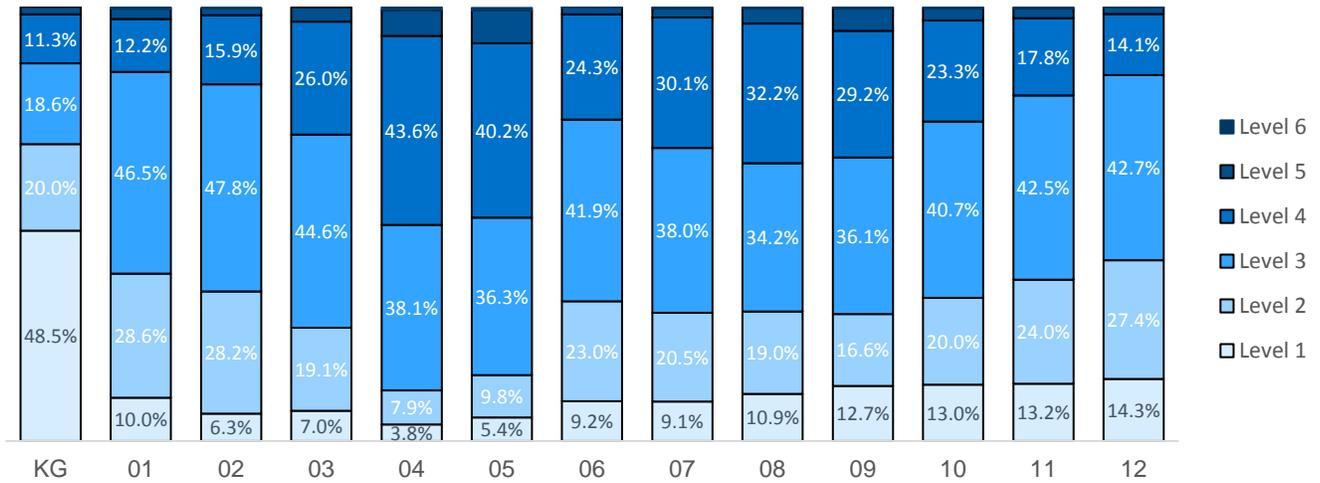
Title I of ESSA requires LEAs to annually assess the English language proficiency of ELs. School systems are required to provide an equal educational opportunity for all students, including those identified as EL. Title III of ESSA holds state educational agencies, local educational agencies, and schools accountable for increases in the English language proficiency and core academic content knowledge of ELs. 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 2.0

ACCESS 1.0, was administered for the first time in Minnesota in 2012. The ACCESS test 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 the following grade bands: K, 1, 2-3, 4-5, 6-8, and 9-12. Students receive composite, listening, speaking, reading and writing scores between levels 1 through 6, with 6 being most proficient. With the change from ACCESS 1.0 to ACCESS 2.0, a reexamination of Minnesota's definition for English language proficiency on the assessment was required. Based on relevant data and stakeholder input, the commissioner approved the new proficiency definition, which has two required components: (1) an overall composite score of 4.5; and, (2) at least three of the four domain scores (listening, speaking, reading and writing) equal 3.5 or higher. See [MDE's English Learner Education website](#) and the [WIDA 2017 ACCESS for ELLs 2.0 Score Changes web page](#) for more information about the Minnesota's new proficiency criteria and the ACCESS 2.0 score changes.

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 percent), there are more ELs testing 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 testing 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.

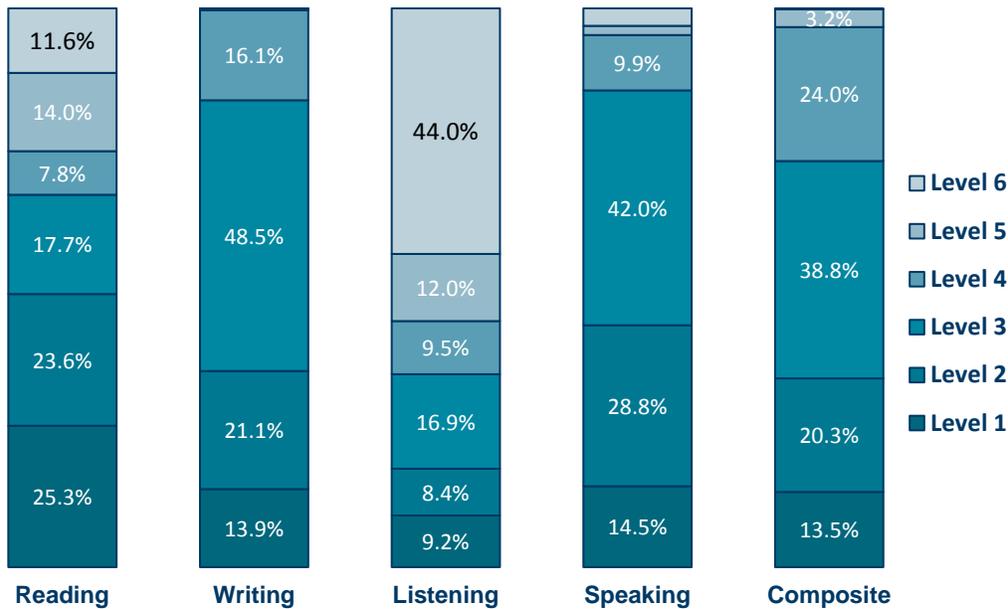
Figure 16. Percent Distribution of Students at Each Proficiency Level (PL), K-12



Source: Minnesota Department of Education 2017

Figure 17. Percent Distribution of Students at Each Proficiency Level, K-12 Composite and Domain Scores

The speaking and writing domains have the fewest students scoring at the higher proficiency levels

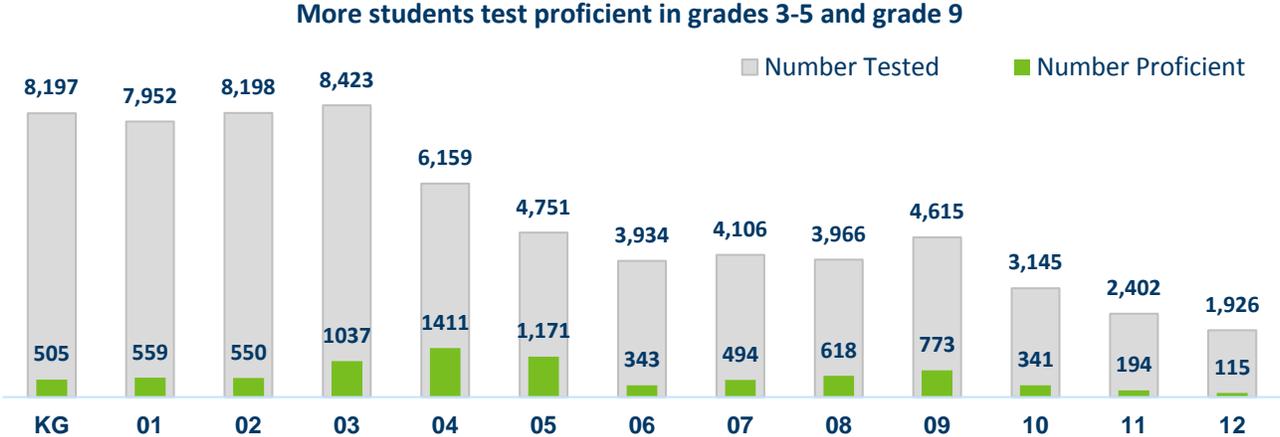


Source: WIDA Data Dashboard 2016-2017 Minnesota State ACCESS Test Results

In the figure above, the “C” stands for “composite”, “L” for “listening”, “S” for “speaking”, “R” for “reading” and “W” for “writing”.

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 4 (1,411), grade 5 (1,171), and grade 2 (1,037) with grade 9 being the next greatest number, at 773 students reaching proficiency.

Figure 18. Number of ELs Assessed and Met State Proficiency Criteria



Source: Minnesota Report Card, August 2017

Minnesota Comprehensive Assessments

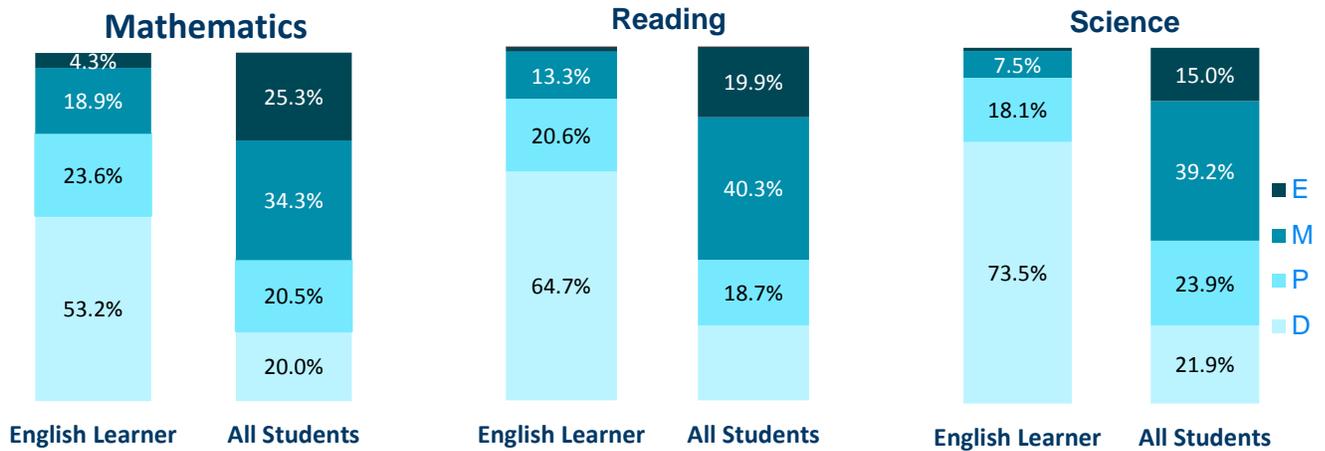
The Minnesota Comprehensive Assessments (MCAs) and alternate assessments (MCA-Modified and MTAS for students who receive special education services) are the state tests that help districts measure student progress toward Minnesota’s academic standards and meet the requirements of the Elementary and Secondary 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 grade. High school students are also required to take a science test in 10th, 11th or 12th grade. Recently arrived English learners will be expected to take state academic tests during their first year of enrollment. That first year’s results will not be included in accountability calculations. In such a student’s second year of enrollment, their scores will be used when calculating academic progress, but not when calculating academic achievement. In their third year of enrollment, their scores will be used when calculating both academic progress and academic achievement. Figures 19-20 represent MCA results for ELs for 2017, and longitudinal data from 2013-2017, respectively.

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, and 18.9 percent meet academic standards, while 23.6 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, 1.4 percent of ELs exceed, 13.3 percent meet academic standards, while 20.6 percent partially meet and 64.7 percent do not meet academic standards. This compares to all students, 19.9 percent of whom exceed, 40.3 percent meet, 18.7 percent partially meet and 21.1 percent do not meet academic standards for reading. For science, 0.9 percent of ELs exceed, 7.5 percent meet, 18.1 percent meet partially, and 73.5 percent do not

meet academic standards. This compares to all students, 15 percent of whom exceed, 39.2 percent meet, 23.9 percent partially meet and 21.9 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, 2017 (“E” stands for “Exceeds standards”, “M” for “Meets standards”, “P” for “Partially meets standards” and “D” for “Does not meet standards”

English learners are less likely to be proficient on the mathematics, reading, and science content

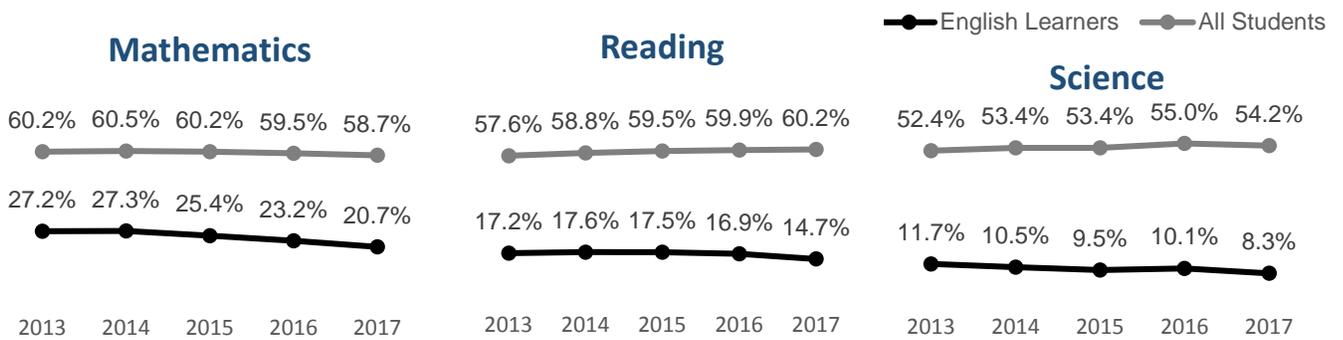


Source: Minnesota Report Card August 2017

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), and new, more rigorous achievement standards for grades 3 - 8 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 2017



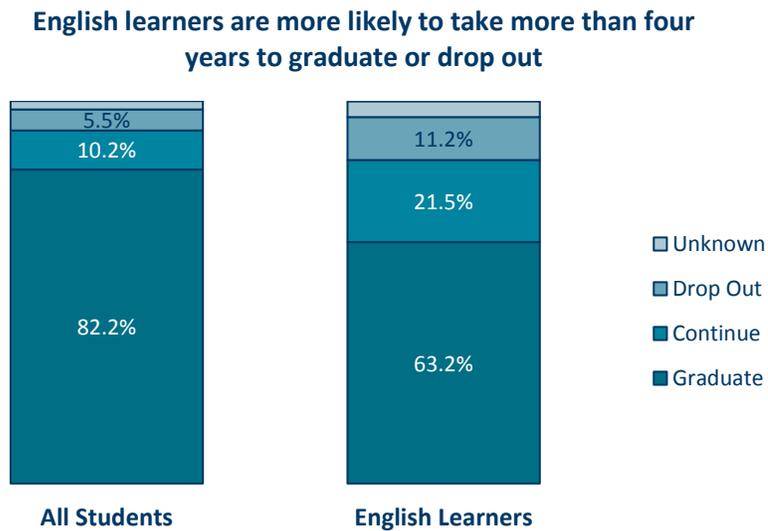
Source: Minnesota Department of Education September 2016

English Learners' Graduation Rate

The Four-year graduation rate is a four-year, on-time graduation rate based on a cohort of first time 9th 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 63.2 percent of English learners graduate from Minnesota schools (figure 21), 21.5 percent are continuing students (figure 22), and 11.2 percent drop out of school (figure 23). For more information on the graduation rate, please visit the Minnesota Department of Education [Data Analytics webpage](#).

Graduation, dropout, and continuing trends for 2011-2015 are depicted in Figure 24-27. Since 2011, the dropout rate for non-ELs has increased slightly, whereas the dropout rate for ELs had been declining but has risen slightly for two consecutive years. The graduation rate for ELs over that same period increased 11 percent to over 63 percent.

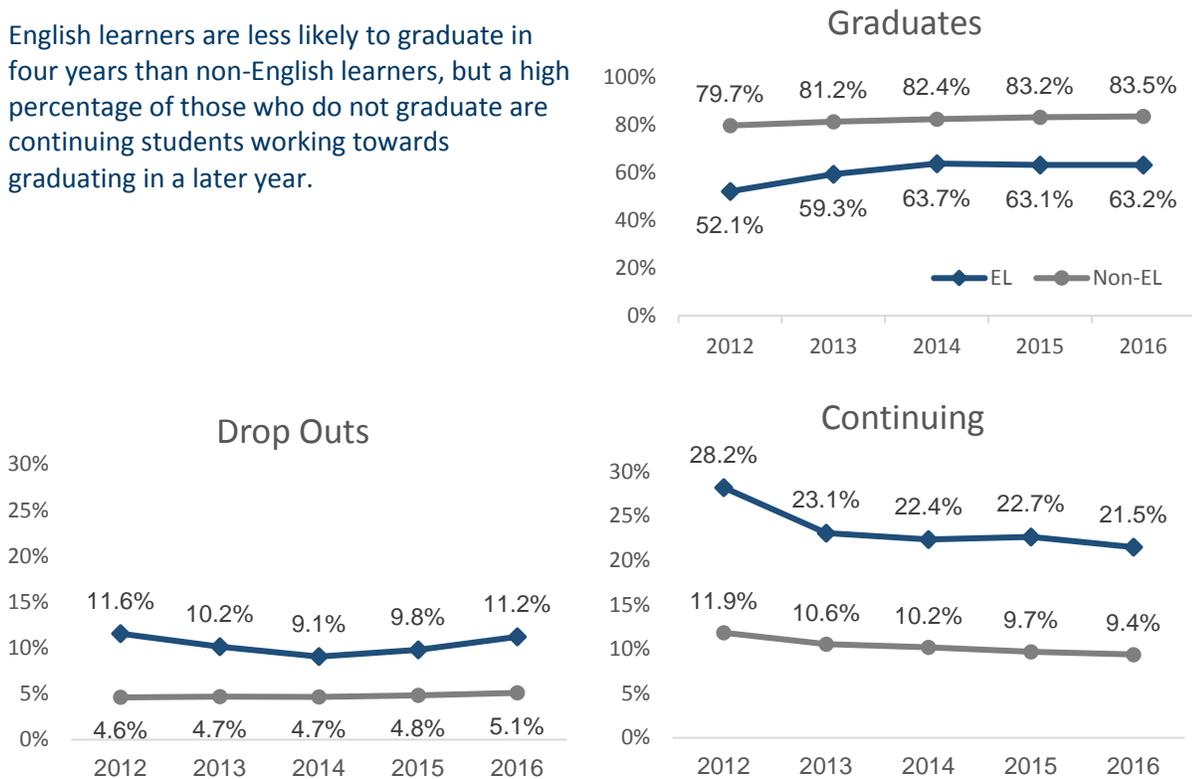
Figure 21. Comparison of English Learners' and All Students' 4-Year Graduation Rate



Source: Minnesota Report Card August 2017

Figure 22. Minnesota Drop Out, Graduation and Continuing Trends for 4-Year Graduation Cohort Comparing ELs and Non-ELs 2012-2016

English learners are less likely to graduate in four years than non-English learners, but a high percentage of those who do not graduate are continuing students working towards graduating in a later year.



Source: Minnesota Report Card August 2017

A Note on Accountability:

On September 15, 2017, the Minnesota Department of Education submitted the Every Student Succeeds Act State Plan to the United States Department of Education. They have 120 days to respond to the plan. Until the plan is accepted, the accountability system is in flex. The submitted plan includes specific information about [Progress towards English language proficiency](#).

English Learner Education Contacts

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