

English Learner Plan of Service Review

Updated January 2013

Introduction

The Minnesota Department of Education's (MDE) English Learner (EL) Education Program strives to ensure equity and access to a high-quality education for ELs to reach their highest potential. MDE supports local education agencies (LEAs) to develop, implement and evaluate research-based language instruction education programs for ELs to attain English proficiency and achieve state academic content standards.

Minnesota law requires that a district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:

1. Identification and reclassification criteria for English learners and program entrance and exit criteria for English learners must be documented by the district, applied uniformly to English learners, and made available to parents and other stakeholders upon request;
2. A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners. ([View Minn. Stat. § 124D.61 General Requirements for Programs](#))

An LEA with a well-articulated plan that is clearly communicated to all stakeholders has a blueprint from which to appropriately identify ELs and implement services that effectively address the needs of its ELs. The Office of Civil Rights (OCR) recommends the following:

To be effective, an ELL plan needs to be comprehensive. It should address each aspect of the district's program for all ELL students at all grade levels, and at all schools in the district. To ensure its ongoing value, it needs to be viewed by district staff as containing useful information. It should contain enough detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms they need to use to carry out their responsibilities under the plan. Districts have indicated to OCR that they have found their ELL plans most useful when they contain sufficient detail to inform staff fully of each action step in the ELL plan.

Many districts have found that it is useful, when developing or revising an ELL program, to establish a committee or work group that includes administrators, teachers (both ELL program teachers and regular classroom teachers), educational assistants, school counselors, and other staff who work with the district's ELL student population. The district may also want to include parents, students, or community representatives who

work with the same students in other settings. By working with a group that includes these stakeholders, the district can receive more comprehensive input from those whose support and efforts may be important to the success of the districts' ELL program. Inclusive approaches in program design and development tend to promote overall community awareness and support. In addition, these individuals will be valuable resources to draw upon during program evaluation and program improvement activities (U.S. Department of Education, Office for Civil Rights, 1999).

In this review, LEAs will have the opportunity to clearly document their policies and procedures with regard to EL programs and submit them to MDE for feedback. Desk monitoring, including EL Plan of Service reviews, in addition to onsite reviews, will ensure that all LEAs will be monitored for compliance with greater frequency. This information will be used by MDE to more effectively evaluate and support LEAs' efforts to continuously improve educational outcomes for ELs.

Review Selection Criteria

MDE selects LEAs for English Learner Plan of Services Review using the following criteria:

1. LEAs in AMAO stage:
 - a. Program Modification - 50%
 - b. Continuing Needs Improvement - 20%
 - c. Needs Improvement - 10%
2. High risk factors, including findings on record or unresolved monitoring issues.
3. Diversity of type of LEAs: independent school districts, charter schools, LEAs with state funded EL programs, LEAs with Title III funded EL programs
4. Diversity of geographic representation and demographics of LEAs.
5. Frequency – Ensuring that each LEA enrolling ELs receives technical assistance more frequently.
6. Request or formal complaint.

Review Timeline

Date	Action
February 1 st	MDE notifies LEAs of selection for English Learner Plan of Service review.
April 1 st	LEAs submit English Learner Plan of Service to MDE for review.
Within 45 days	MDE submits rubric and feedback to LEA.
Within 45 days	For plans that do not meet requirements, LEAs submit revised English Learner Plan of Service.

EL Plan of Services Submission Instructions

Please submit your LEA's English Learner plan of service no later than **April 1st**. The LEA is advised to keep a copy for reference as documents submitted will not be returned. Please number all pages submitted for reference.

The plan will be reviewed based on the rubric in Appendix B, which includes three parts:

- I. English Learner identification criteria and procedures including MARSS LEP classification.
- II. English Learner program(s), amount and scope of service.
- III. English Learner exit criteria and procedures including MARSS LEP reclassification.

In addition, the LEA must explain how information about each of the three parts is communicated to parents, staff, and other stakeholders by completing and submitting Appendix A. The plan must fulfill the "meets requirements" criteria for all elements in each part to be considered adequate. LEAs will receive feedback within 45 days of receipt of the plan. Plans that do not meet requirements in all three areas must be revised and resubmitted within 45 days of notice. Questions about the English Learner Plan of Services review may be addressed to Anh Tran at anh.tran@state.mn.us or 651-582-8508.

Submission Checklist:

Required:

1. Appendix A completed – Local Education Agency Identification Information and EL Plan of Services Communication.
2. English Learner Plan of Services (e.g. document, manual, handbook, etc.)

Optional:

1. Additional supporting documents if not already embedded in the English Learner Plan of Service documentation (e.g. manual or handbook) such as parent brochures, forms, etc.

Appendix A – English Learner Plan of Services Communication

LOCAL EDUCATION AGENCY (LEA) IDENTIFICATION INFORMATION	
LEA Name:	LEA Number:
Contact Name:	Position:
Contact Email:	Contact Phone Number:

ENGLISH LEARNER PLAN OF SERVICES COMMUNICATIONS <i>Include web links or other resources as applicable.</i>
1. Describe how English Learner identification criteria and procedures are shared with parents and other stakeholders (<i>e.g. teachers, administrators, paraprofessionals, etc.</i>).
2. Describe how information about English Learner program(s) including the amount and scope of service are shared with parents and other stakeholders (<i>e.g. teachers, administrators, paraprofessionals, etc.</i>).
3. Describe how English Learner exit criteria and reclassification procedures are shared with stakeholders (<i>e.g. teachers, administrators, paraprofessionals, etc.</i>).

Appendix B – English Learner Plan of Services Rubric

PART I. ENGLISH LEARNER IDENTIFICATION CRITERIA AND PROCEDURES

Element	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
A. Initial Identification ¹	<input type="checkbox"/> The procedure for initial identification and MARSS classification of ELs is incomplete, unclear, or not applied uniformly.	<input type="checkbox"/> The procedure for initial identification and MARSS classification of ELs is clear and applied uniformly.	<input type="checkbox"/> The procedure includes a detailed description of each step in the process including timeframe and personnel responsible.
B. Ongoing Identification ²	<input type="checkbox"/> The procedure for ongoing identification and MARSS classification of ELs is incomplete, unclear, or not applied uniformly.	<input type="checkbox"/> The procedure for ongoing identification and MARSS classification of ELs is clear and applied uniformly.	<input type="checkbox"/> The procedure includes a detailed description of each step in the process including timeframe and personnel responsible.
C. Overall Identification Measures	<input type="checkbox"/> Measures included are not developmentally appropriate, not used as intended, or don't include some grades. Only subjective measures are included.	<input type="checkbox"/> Measures included are developmentally appropriate and address K-12 grade level spans. Objective measures are included.	<input type="checkbox"/> Measures address native language literacy and/or former schooling. Training or requirements for conducting assessments are described.
D. English Language Proficiency Measures	<input type="checkbox"/> Measures described do not assess English language proficiency.	<input type="checkbox"/> English language proficiency measures are specified.	<input type="checkbox"/> Measures address all domains of English language proficiency.
E. Identification Criteria ³	<input type="checkbox"/> Criteria such as specific scores on assessments are unclear, are unspecified, or exclude groups of students. It is unclear how multiple measures are coordinated or prioritized.	<input type="checkbox"/> Criteria such as specific scores on assessments are clear and specified. If multiple measures are used, it is clear how they are coordinated or prioritized.	<input type="checkbox"/> Description of eligibility criteria includes an explanation of how the district will maintain documentation of student results.
F. Communication of Identification Criteria and Procedures ⁴	<input type="checkbox"/> Identification procedures are not available or difficult to obtain, or not accessible to parents or other stakeholders.	<input type="checkbox"/> Identification procedures are readily available and accessible to parents and other stakeholders.	<input type="checkbox"/> Information is available in multiple formats, developed specifically for different stakeholders, and in appropriate languages.

¹ Initial identification refers to the process to identify ELs who newly enroll into the district.

² Ongoing identification refers to the processes to transition EL students from one year to the next and to identify students who are not initially identified when they first enroll but language concerns arise after schooling begins or additional information becomes available.

³ Procedures must be developed for all students and may not exclude particular groups of students such as students with disabilities. Coordination refers to how multiple criteria are used together including how many need to be met for eligibility. Prioritization refers to how measures are weighted or sequenced in review to determine eligibility.

⁴ Accessibility refers to provisions to make the information understandable (*e.g. explained or translated*).

PART II. ENGLISH LEARNER PROGRAM(S), AMOUNT AND SCOPE OF SERVICE

Element	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
A. English Learner Programs ⁵	<input type="checkbox"/> Programs for English Learners are inadequately described.	<input type="checkbox"/> Program(s) for English Learners are clearly described, address English language development standards ⁶ , and specify program type or model.	<input type="checkbox"/> English Learner Program description articulates educational goals for the program, includes guiding principles, and/or references current research on second language acquisition.
B. Amount and Scope of Service ⁷	<input type="checkbox"/> The plan does not describe the amount and scope of service or the description is not aligned with different proficiency levels.	<input type="checkbox"/> The plan describes the amount and scope of service for students at all proficiency levels.	<input type="checkbox"/> The plan articulates how EL programming addresses English Language Proficiency (ELP) standards at all levels. The amount and scope of service is relative to previous formal schooling. The plan includes guiding principles and current research.
C. Communication of English Learner Programs ⁸	<input type="checkbox"/> Program information is not available and accessible to parents and other stakeholders. The stakeholders are not identified or description is incomplete.	<input type="checkbox"/> Program information is available and accessible to parents and other stakeholders.	<input type="checkbox"/> Program information is available in multiple formats, developed specifically for different stakeholder groups, and in appropriate languages.

⁵ For a list of Language Instruction Education Programs see the [National Clearinghouse for English Language Acquisition Fact Sheets](http://www.ncela.gwu.edu/data/factsheets) (<http://www.ncela.gwu.edu/data/factsheets>) or *English Learner Program Models* which can be found at [English Learner Education Guidelines](#).

⁶ According to [Minnesota Administrative Rule 3501.1200 SCOPE AND PURPOSE](#): *The purpose of these standards is to establish statewide standards for English language development that govern the instruction of students identified as English learners under Minnesota Statutes, sections 124D.58 to 124D.65. 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.*

⁷ Amount of service refers to how much time in a language instruction education program a student receives on a regular basis (e.g. 30 minutes daily, 50 minutes every other day, 2 courses per semester, etc.). Scope of service refers to the context of language development and may include program or curriculum (e.g. daily sheltered science instruction, bilingual paraprofessional support within language arts, etc.). EL services may be articulated for each of the six different WIDA proficiency levels or a more generalized grouping (e.g. beginner, intermediate, advanced) as long as the proficiency level groupings are defined and relate to the WIDA proficiency levels (e.g. beginner = WIDA levels 1 and 2 or intermediate = ACCESS scores 2.0 – 3.5).

⁸ Accessibility refers to how information is relayed to stakeholders (e.g. brochures at student intake, handbooks on district website for staff, informational meetings for parents, etc.) and made understandable to the stakeholder (e.g. level of language used for students, translations for parents, etc.).

PART III. ENGLISH LEARNER EXIT CRITERIA AND RECLASSIFICATION PLAN

Element	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
A. Exit and Reclassification ⁹	<input type="checkbox"/> The exit procedures, including MARSS reclassification of ELs, is unclear, not applied uniformly, or incomplete.	<input type="checkbox"/> The exit procedures, including MARSS reclassification of ELs, is applied uniformly and is clear.	<input type="checkbox"/> The exit procedures, including MARSS reclassification of ELs, is applied uniformly, includes a timeframe, and describes a transition process before students are reclassified.
B. Exit Measures	<input type="checkbox"/> Measures used for exiting are not developmentally appropriate, only subjective, or not used as intended.	<input type="checkbox"/> Measures used for exiting are developmentally appropriate, used as intended, and include objective measures.	<input type="checkbox"/> Measures used for exiting are developmentally appropriate and address standardized content achievement as well as language proficiency.
C. Exit Criteria	<input type="checkbox"/> Exit criteria such as specific scores on assessments are unclear, and/or unspecified or exclude groups of students such as students with disabilities, grade levels, etc.	<input type="checkbox"/> Exit criteria such as specific scores on assessments are clear and specified for all grade levels. If multiple measures are used, it is clear how they are coordinated or prioritized.	<input type="checkbox"/> Exit criteria address all domains of English language proficiency. Description of exit criteria includes an explanation of how the LEA will maintain documentation of student results.
D. Communication of Exit Criteria and Procedures	<input type="checkbox"/> Exit and reclassification procedures are not available and accessible to parents and other stakeholders.	<input type="checkbox"/> Exit and reclassification procedures are available and accessible to parents and other stakeholders.	<input type="checkbox"/> Information is available in multiple formats, developed specifically for different stakeholder groups, and in appropriate languages.

⁹ Exit refers to when a student meets criteria for English language proficiency and no longer needs EL services so EL instruction is discontinued. A student may be exited from a language instruction education program during the school year (*usually after a marking period*). Reclassification refers to when a student is reclassified as not EL in MARSS. A student may only be reclassified at the end of one school year for the following school year. Transition refers to the period, if any, between when a student is exited from a language instruction education program and when a student is reclassified in MARSS. During the transition period, a student's success without language support may be tracked (*via grades, assessments, documented teacher reviews, etc.*) to inform whether EL services should resume or if the student should be reclassified as not EL for the following school year.