

Minnesota Standardized English Learner Procedures

Exit

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Overview

This document provides guidance for when and how to exit English learners (ELs) from a Language Instruction Educational Program (LIEP). In particular, this document reviews the ACCESS proficiency scores required for exit as well as the procedures that teachers must follow if and when Additional EL Exit Criteria is used to inform the exiting decision.

Exiting Students from an LIEP

Districts must wait until ACCESS test scores are available before beginning the exiting process. If a student has an overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. If a student has not met the ACCESS proficiency score, the student must continue to receive instruction in an LIEP. See Minnesota Standardized English Learner Procedures- Entrance and Continuing Eligibility for more details.

If, on the other hand, a student's ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student must be exited from the LIEP and reclassified in MARSS at the beginning of the following school year. If a student does not have a proficient ACCESS score, the district may not exit that student from the LIEP.

Additional EL Exit Criteria

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

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

Example 1: Students A and B have composite scores that are at least 4.5 and three out of four domain scores are at least 3.5. However, each student has one domain score that is below 3.5. Student A has a writing score that is below 3.5. Student B has a speaking score that is below 3.5. Therefore, districts must use Additional EL Exit Criteria to determine if students A and B should continue to receive ELD instruction in an LIEP.

Example 1:

WIDA ACCESS 2.0 Domain	Student A's Score	Student B's Score
Composite Score	4.7	4.5
Reading Score	5.8	3.8
Writing Score	3.2	4.1
Listening Score	4.9	6.0
Speaking Score	5.3	2.9

Example 2: Students C and D do not have proficient ACCESS scores. Student C has a composite score that is below 4.5. Student D has a composite score that is at least 4.5, but the student has more than one domain score that is below 3.5. In this case, districts may not use Additional EL Exit Criteria for Students C and D. These students must continue to receive ELD instruction in an LIEP.

Example 2:

WIDA ACCESS 2.0 Domain	Student C's Score	Student D's Score
Composite Score	3.4	4.6
Reading Score	3.6	5.9
Writing Score	3.8	3.1
Listening Score	2.7	6.0
Speaking Score	3.5	2.9

Example 3: Students E and F have proficient ACCESS scores, and neither student has any domain scores that are below 3.5. As a result, districts may not use Additional EL Exit Criteria for Students E and F. These students must be exited from the LIEP and may not be enrolled in the LIEP in the following school year.

Example 3:

WIDA ACCESS 2.0 Domain	Student E's Score	Student F's Score
Composite Score	4.5	5.1
Reading Score	3.5	6.0
Writing Score	3.5	5.6
Listening Score	3.5	5.8
Speaking Score	3.5	6.0

Applying additional exit criteria

If a district uses an additional language assessment to document that a student does not yet have the English language proficiency needed to be successful in the content classroom, *and* if the district documents that a student is currently not successful in core content classes because that student needs additional ELD support, the district must continue to instruct the student in an LIEP. If applicable, teachers should also consult with a student's IEP team to determine if dual service continues to be an appropriate support for a student.

If a district continues to serve a student who had a proficient ACCESS score in an LIEP because of the Additional EL Exit Criteria, districts must save the evidence used to make the decision in the student's cumulative folder and inform the student's parent(s) or guardian(s) about how the decision was made. If a district does not document this additional evidence and a student has a proficient ACCESS score, that student may not be retained in an LIEP.

Gathering and using language proficiency evidence

A district may **only** consider additional language assessment data related to the domain score that is below 3.5. That is, the district may only use a speaking assessment to assess English language ability for an ACCESS speaking score of 3.2, for example. Likewise, a district may not use results from a reading

assessment to retain a student in an LIEP if the student's ACCESS reading score was above 3.5 but the student's speaking score was below 3.5.

When a district uses Additional EL Exit Criteria for students with qualifying ACCESS scores, the district may use any formative academic English language assessments that teachers may have used during the year to inform the exiting decision. For example, if a teacher has collected formative assessment data related to a student's speaking ability, that data may be used as evidence to inform the decision to exit the student from or keep the student in an LIEP if the student's speaking score was below 3.5 but the student had an overall proficient score.

Districts may also use additional assessments and instruments to determine if a student should remain in an LIEP. The WIDA MODEL may be used to assess any domain that has a score below 3.5. Teachers may use the WIDA performance definitions, the WIDA writing rubrics, or the writing rubric from the retired Minnesota Test of Emerging Academic English (TEAE) to evaluate student writing samples. The TEAE writing rubric is posted on the [Minnesota Department of Education website](#).

The WIDA performance definitions, WIDA speaking rubrics, classroom observations, or the retired rubric from the Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM) may be used to evaluate speaking and listening. The MN SOLOM is posted on the [Minnesota Department of Education website](#). Locally used reading assessments that check reading comprehension may also be used if the reading domain score is below 3.5. Educators should use their professional judgment to interpret the results and determine whether the evidence suggests that a student should be retained in an LIEP.

Districts may not use proficiency or growth results of the Minnesota Comprehensive Assessment (MCA), the Measures of Academic Progress (MAP) test, or any other standardized content assessment as evidence.

Allowable Assessments for Additional EL Exit Criteria

Domain	Allowable Assessments
Reading	<ul style="list-style-type: none"> • Teacher developed formative assessment • WIDA MODEL reading section • Locally used reading assessment that assesses reading comprehension
Writing	<ul style="list-style-type: none"> • Teacher developed formative assessment • WIDA MODEL writing section • Student work samples evaluated using the WIDA writing rubric or WIDA performance definitions for writing • Minnesota Test of Emerging Academic English (TEAE) writing rubric
Listening	<ul style="list-style-type: none"> • Teacher developed formative assessment • WIDA MODEL listening section • Student interviews or classroom observations evaluated using WIDA performance definitions for listening • Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
Speaking	<ul style="list-style-type: none"> • Teacher developed formative assessment • WIDA MODEL speaking section • Student interviews or classroom observations evaluated using the WIDA speaking rubric or WIDA performance definitions for speaking • Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)

Gathering classroom performance evidence

In addition to collecting evidence regarding a student’s English language proficiency, districts must also examine a student’s performance in the content classroom. Districts may use classroom observations to determine whether or not a student is prepared to be successful in the content classroom and whether or not language is the reason that student is or is not prepared to be successful in the content classroom. Districts may also examine a student’s grades and recent examples of student work to determine if there is evidence that a student is struggling to meet grade level expectations due to a need for ongoing English language development instruction.

Educators should record and explain their rationale while evaluating this evidence. Any decision made using this evidence must be documented and the rationale used to make the decision to exit or retain a

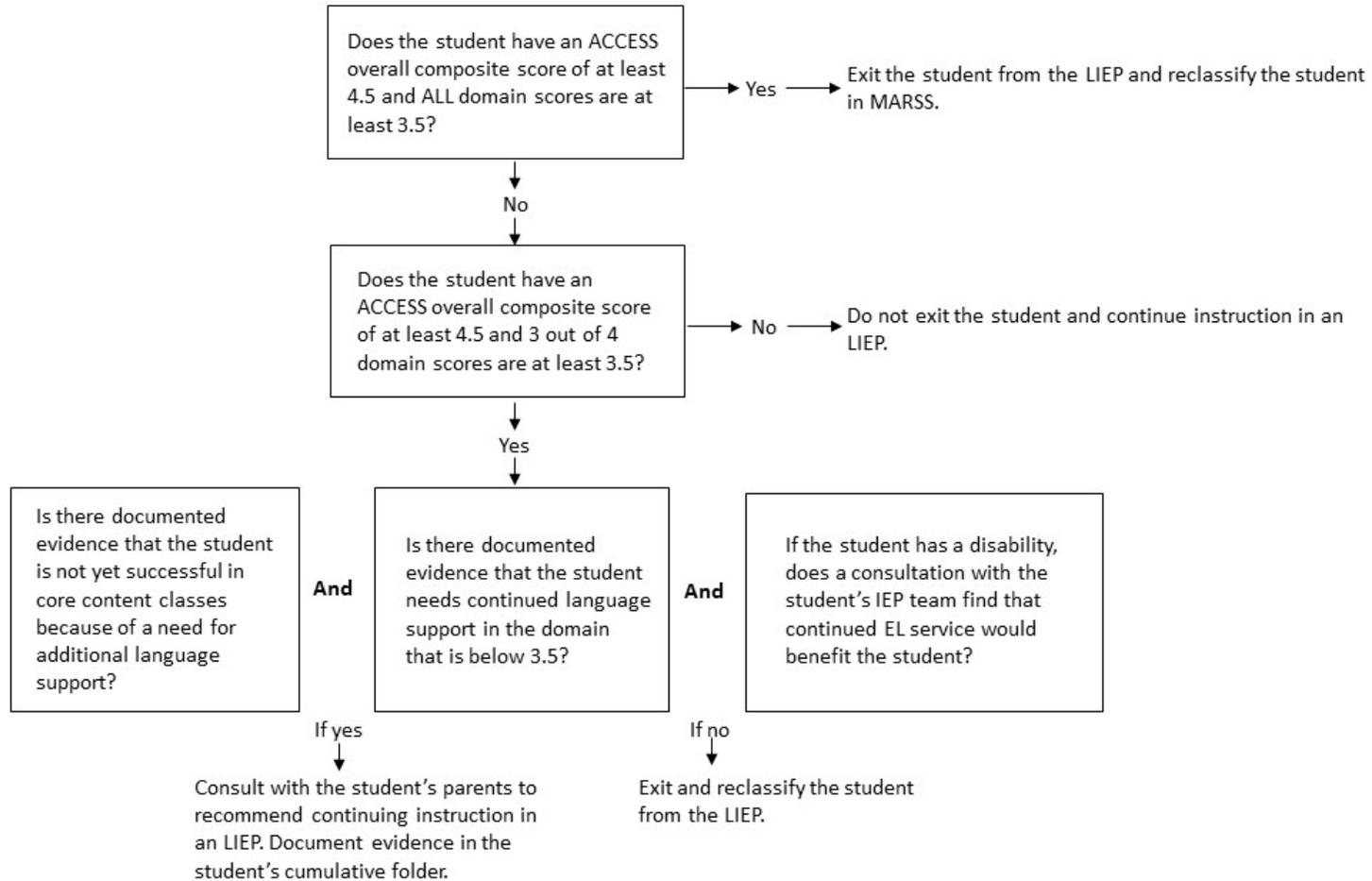
student must be articulated in any documentation. Documentation must be kept in a student's cumulative folder.

It is crucial that only English language ability be considered and that content area skills not impact the decision (e.g. ability in math or reading due to factors other than English language ability). Scores from the Minnesota Comprehensive Assessment (MCA), the Measures of Academic Progress (MAP) test, or any other standardized content assessment must not be used to determine the need for continued instruction in an LIEP since those assessments were not developed to evaluate a student's language ability.

Additional ED Exit Criteria Decision Tree

The following figure may be used to help districts and staff in decision making after additional criteria have been applied.

Additional EL Exit Criteria Decision Tree



*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

Timeframe for Exit Process

Districts must begin the process of exiting and reclassifying students once preliminary ACCESS scores are available in the spring. Once districts receive preliminary ACCESS scores, districts should determine if a student is proficient and if the student should be automatically exited or needs to be evaluated using Additional EL Exit Criteria.

If a student is proficient but one domain score is below 3.5, then the district should immediately begin the process of collecting and evaluating information in order to apply the Additional EL Exit Criteria (see above). Students and their parents should be informed annually of their EL status and whether or not the student will be exiting the LIEP before the end of the school year.

MARSS Reclassification

MARSS Coordinators and data entry staff should ensure that the EL team has submitted a list of newly EL Proficient students. Districts should reclassify exited students as "EL-N" (no longer an EL) in MARSS by the beginning of the next school year. It is important to note that students must NOT be reclassified in MARSS during the school year during in which the student received EL instruction. If a student's EL indicator is "Y", the data element should not be changed until the EL student is proficient.

Materials and Resources Needed

Districts must have preliminary ACCESS scores before making exiting and reclassifying decisions. If Additional EL Exit Criteria is used to inform the exiting decision, districts must determine which language assessment to use when Additional EL Exit Criteria is required or districts must create a language assessment or instrument for each domain to inform the exiting process (refer to sections regarding language proficiency and classroom performance evidence above for more information).

Qualifications and Training for Staff to Implement these Processes

Any district staff member with permission to view preliminary ACCESS scores may determine if a student has met the proficiency score. Additional EL Exit Criteria must be collected and evaluated by a licensed EL teacher or a member of the EL staff.

Frequency Asked Questions (FAQ)

What is the new proficiency score for ACCESS 2.0?

For a student to be considered proficient on ACCESS 2.0, a student must have at least an overall composite score of at least 4.5 and any three of the four domain scores (listening, speaking, reading, writing) must be at or above 3.5.

If a student meets the proficiency score, does the student automatically exit from the LIEP?

Not necessarily. Minnesota Statutes, section [124D.59](#) states that an English learner is a student who is determined by a test (ACCESS) and “by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate measures” to have insufficient English to participate fully in the content classroom. Therefore, if a student meets the proficiency score, but there is still evidence that the student’s academic English is still not sufficient to fully participate in the content classroom, teachers may use a set of additional criteria to retain students in an LIEP. Districts may **only** use this policy for students who have met the proficiency score but have one individual domain score below 3.5. To be clear, districts should retain a student in an LIEP *only* in exceptional circumstances when there is clear and documented evidence that the student still requires instruction in an LIEP. Parents and EL students themselves must be consulted and have a voice in this decision.

Can I exit a student using the additional criteria even if the student has not met the ACCESS proficiency score?

No. Students must meet the ACCESS proficiency score (an overall composite score of at least 4.5 and no more than one domain score below 3.5) in order to be exited from an LIEP.