November 12, 2025

St. Louis Park Public Schools

Dr. Silvy Lafayette

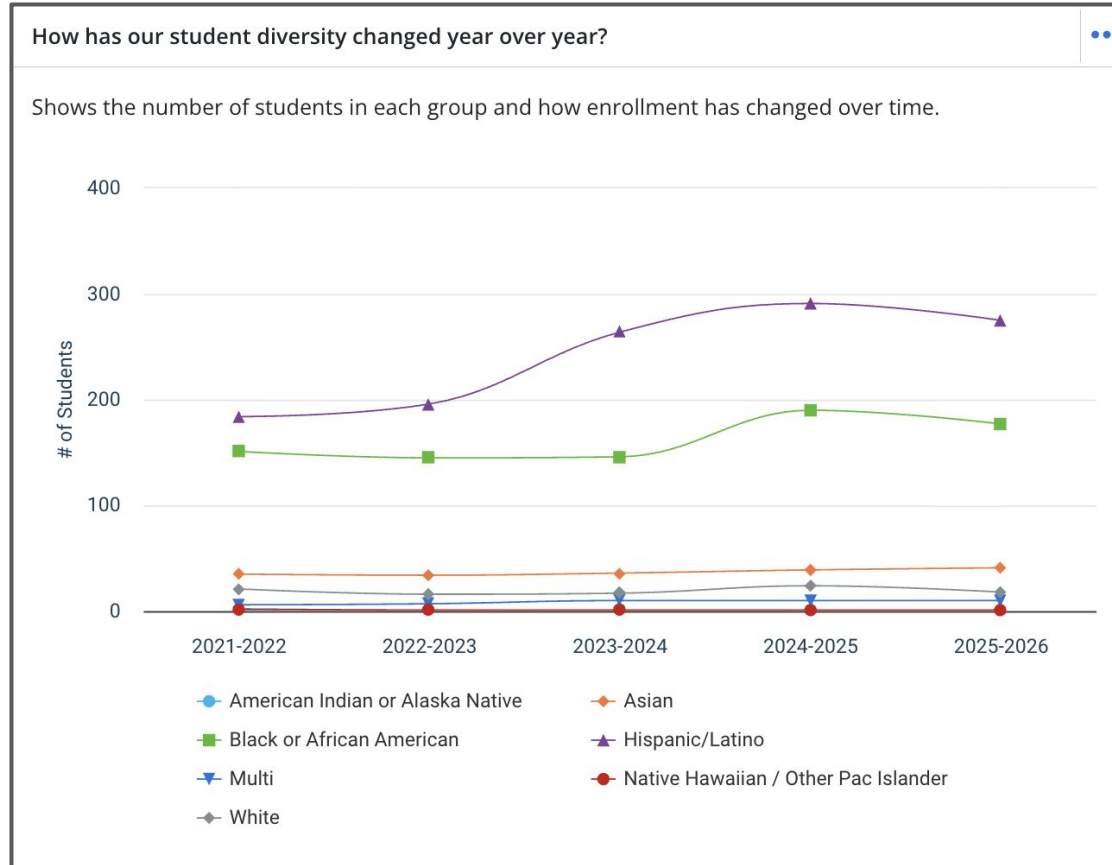Executive Director of Assessment, Research & Evaluation (ARE)

Multilingual Language Learners (MLLs)

Objectives

1. Who are our Multilingual Language Learners (MLLs)?

2. Are our MLL students making progress in SLP Schools?

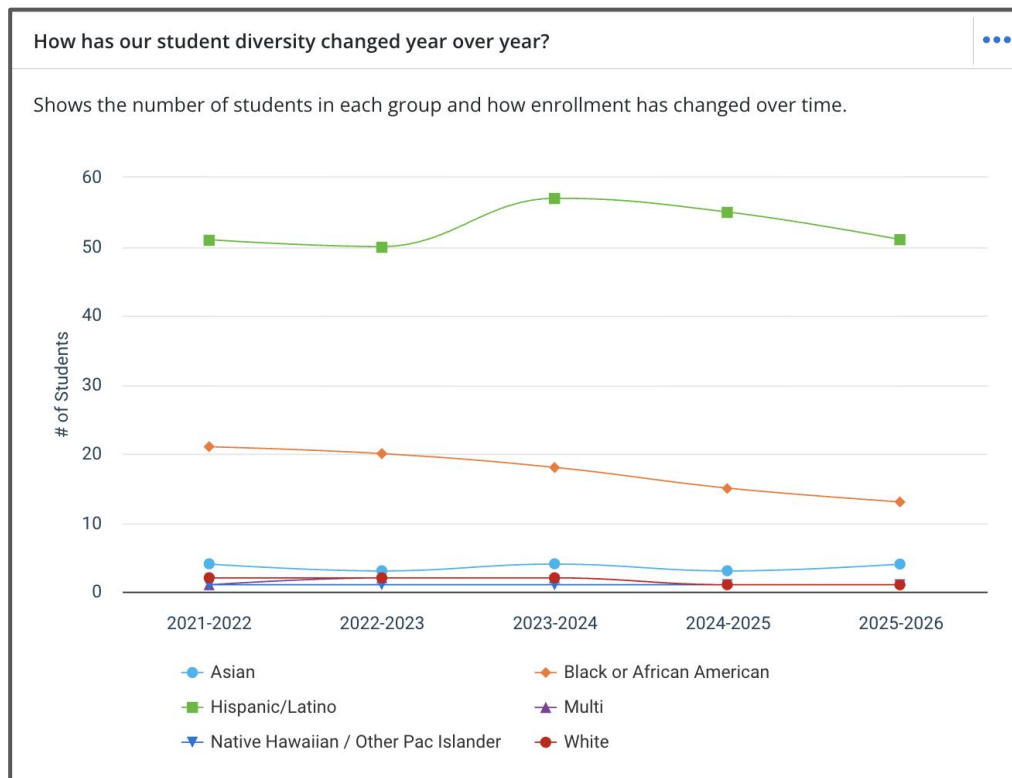3. How are we building capacity to support MLL students?

We have 509 MLL Students in grades K-12
Source: Hoonuit pulled 11.5.25

How has our student diversity changed year over year? •••

Shows the number of students in each group and how enrollment has changed over time.

We have 67 MLL Students w/ Individual Education Plans (IEPs) in grades K-12

Source: Hoonuit pulled 11.5.25

Our MLL students speak 37 different native languages

Language	Number of Students	% MLLs
Spanish	341	45.9%
Somali	185	24.9%
Dari	21	2.8%

punjabi american mina german mandarin language hmong tibetan russian japanese ewe chinese tagalog arabic oromo creolized lao urdu asl spanish sign thai afar bosnian french somali cantonese igbo unknown dari english georgian farsi swahili pashto vietnamese amharic yoruba bengali korean portugese

Source: ELLevation pulled 11.5.25

SLP's MLL students are similar to Minnesota's language landscape

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English Learners in Minnesota Report

2023-24

Figure 8. Minnesota's Top 12 Languages Other than English for English Learners in 2020 and 2024
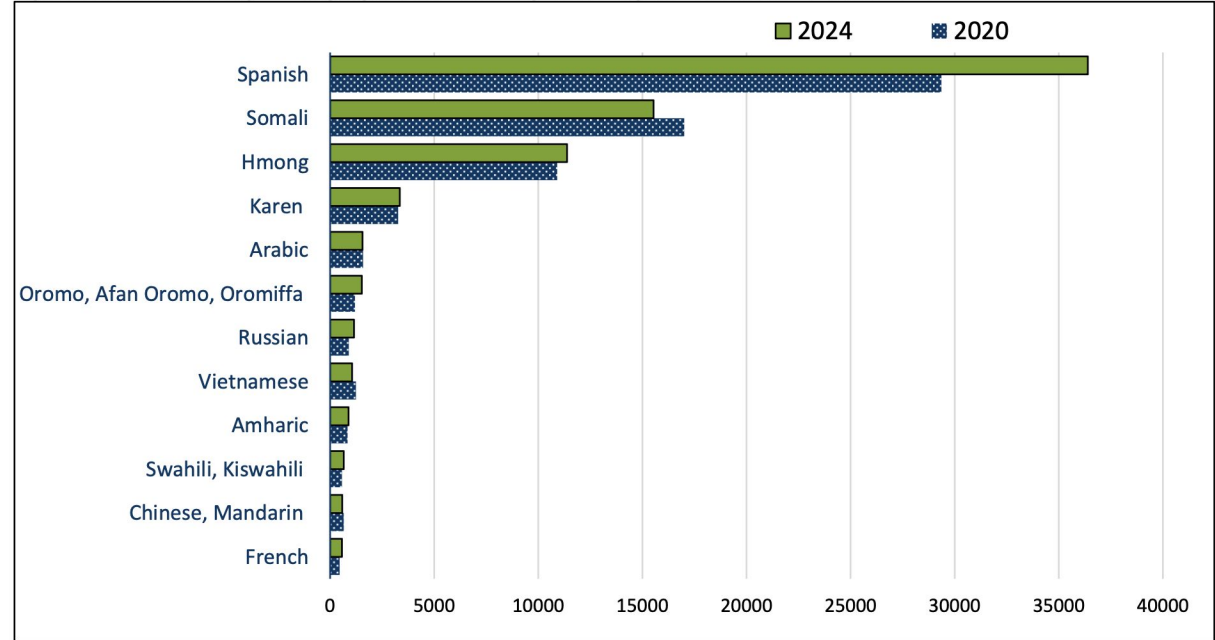
How do our MLL students exit out of MLL services?

Minnesota Standardized English Learner (EL) Procedures

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Identification, Entrance and Exit
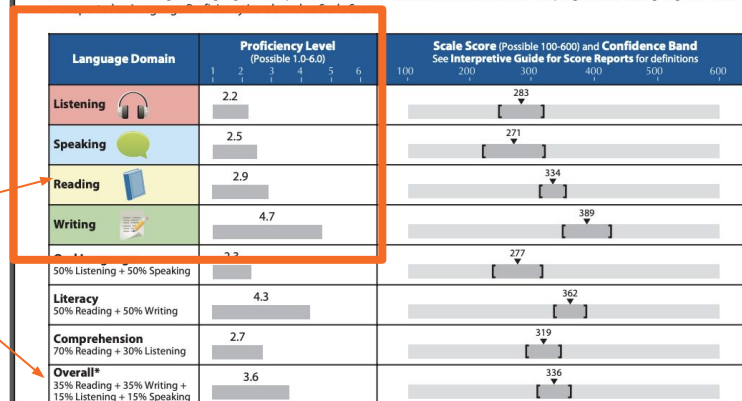
Identification	Entrance	Exit
1. **Minnesota Language Survey indicates a language other than English** AND 2. **English Language Proficiency (ELP) Screener with accommodations as appropriate** Kindergarten WIDA Screener OR Grades 1 –12 WIDA Screener: Online or Paper	1. **Placement in a language instruction educational program (LIEP)** AND 2. **Continuing Eligibility** Annual ACCESS Assessment overall composite score less than 4.5 OR Two of more ACCESS domains less than 3.5	1. **Annual ACCESS Assessment** Overall composite score **of at least 4.5** AND Three or more ACCESS domains **of at least 3.5** AND 2. **Additional Criteria** (if applicable) State approved additional criteria are applied if lowest ACCESS domain is below 3.5
Required student data elements* • Home Primary Language • EL Indicator	Required student data elements* • EL Start Date • EL Indicator = Yes • *Ed-Fi Only* – Language Service Code	Required student data elements* • EL Start Date is blank • EL Indicator = No

*Via Minnesota Automated Reporting Student System (MARSS) and Ed-Fi Submissions   Updated October 2024

District ID: WS99999 | State ID: 13118248
School: Training Reports School
District: WIDA Use Only - Sample District
State: WS

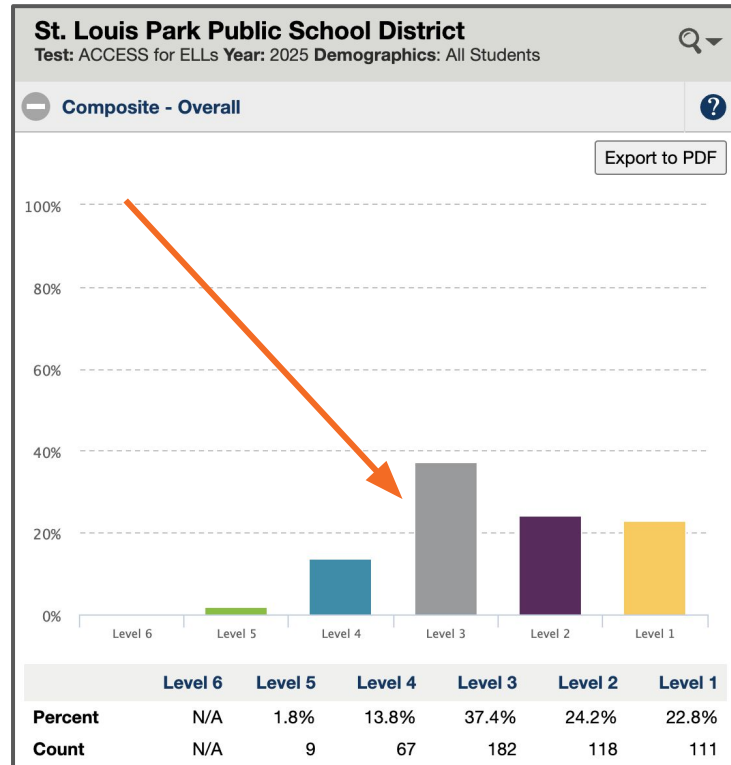### Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores

Language Domain	Proficiency Level (Possible 1.0-6.0) 1 2 3 4 5 6	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions 100 200 300 400 500 600
Listening 🎧	2.2	283
Speaking 💬	2.5	271
Reading 📘	2.9	334
Writing 📝	4.7	389
Oral Language 50% Listening + 50% Speaking	2.3	277
Literacy 50% Reading + 50% Writing	4.3	362
Comprehension 70% Reading + 30% Listening	2.7	319
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6	336

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main ideas in written information • Identify main actors and events, in stories and simple texts with pictures or graphs • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements
Writing	4	communicate in writing in English using language related to specific topics in school, for example: • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events, and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details

145050-000042-03425

SUM-ISR

Many of our MLL students are in Level 3 based on the WIDA ACCESS test

St. Louis Park Public School District
Test: ACCESS for ELLs Year: 2025 Demographics: All Students

Composite - Overall

Export to PDF

	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Percent	N/A	1.8%	13.8%	37.4%	24.2%	22.8%
Count	N/A	9	67	182	118	111

Source: Minnesota Report Card

How are our MLL students progressing?

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About MDE ▾   **Students and Families** ▾   **Districts, Schools and Educators** ▾   **Data Center** ▾   **Office of the Inspector General**

Implementing ESSA

▶ **Every Student Succeeds Act (ESSA)**

Minnesota State Plan

State Plan Public Comment

▶ Implementing ESSA

ESSA Committees

Stakeholder Engagement

Progress Toward English Language Proficiency

Minnesota is changing the way it evaluates schools' success helping English learners (ELs) build English language proficiency, as measured by the ACCESS for ELLs 2.0 test.

What is Progress Toward English Language Proficiency?

English language proficiency is the level of knowledge and skill with the English language required for academic success. Whenever a student increases their level of knowledge and skill, they are making progress toward English language proficiency. One key function of the Minnesota public school system is to help students make enough progress that they achieve English language proficiency within a reasonable period of time after entering Minnesota's public schools.

Students who take the ACCESS test receive scale scores in four domains – reading, writing, listening, and speaking – as well as a composite scale score based on all four domains. Those scale scores are then used to determine the student's proficiency level on a scale from 1.0 to 6.0. English language proficiency is defined as a composite proficiency level of 4.5 and at least three out of four domains at or above 3.5.
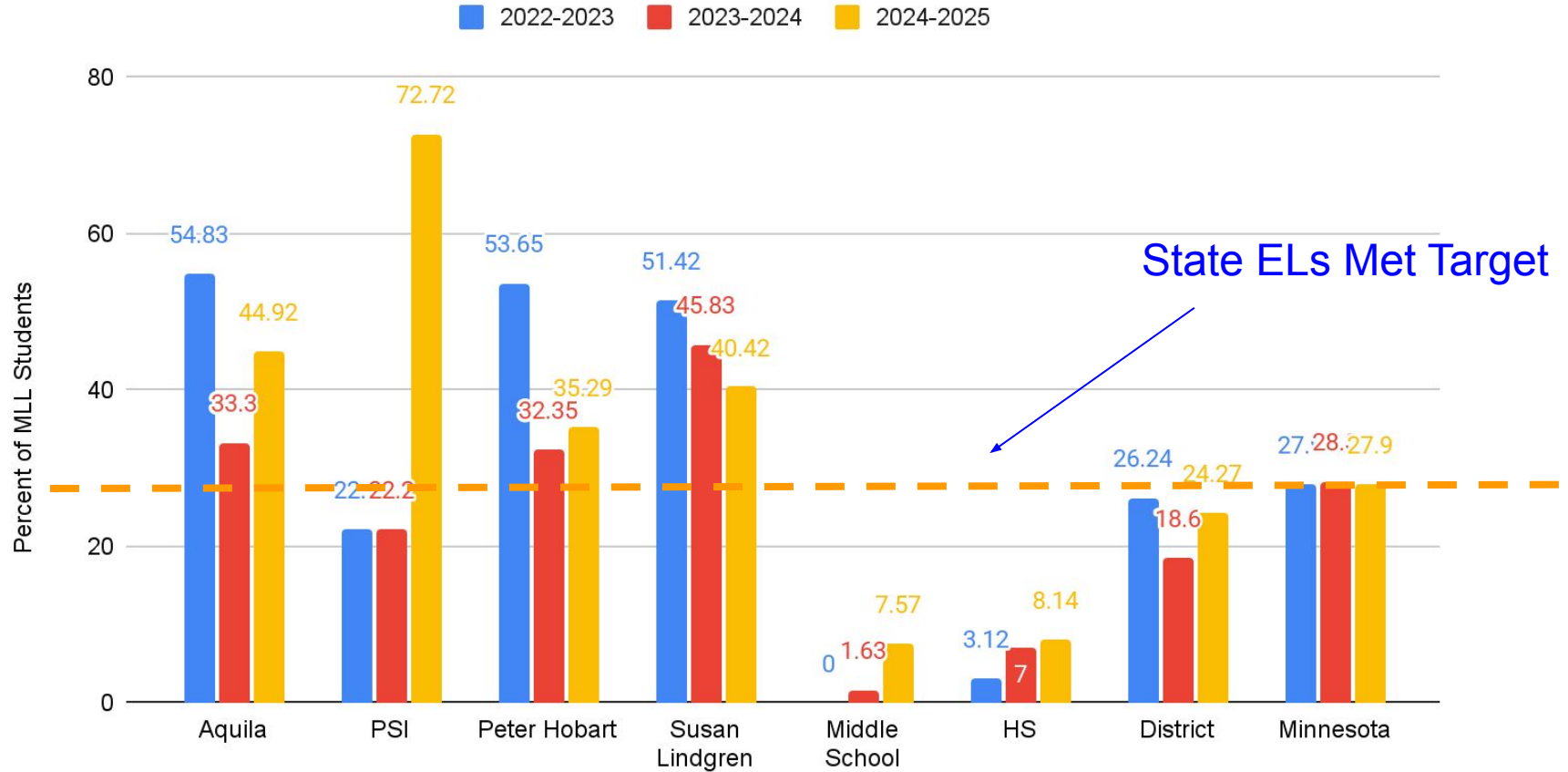
For the purposes of school accountability under the Every Student Succeeds Act (ESSA), Minnesota public schools serving English learners will be evaluated based on students' growth on the ACCESS test compared to the growth required to be on track to achieving English language proficiency.

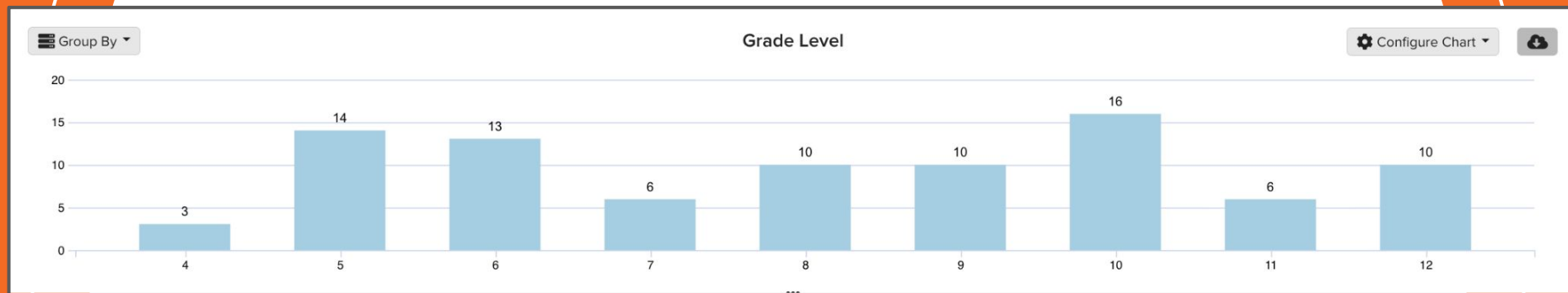English Language Proficiency (ELP) Index
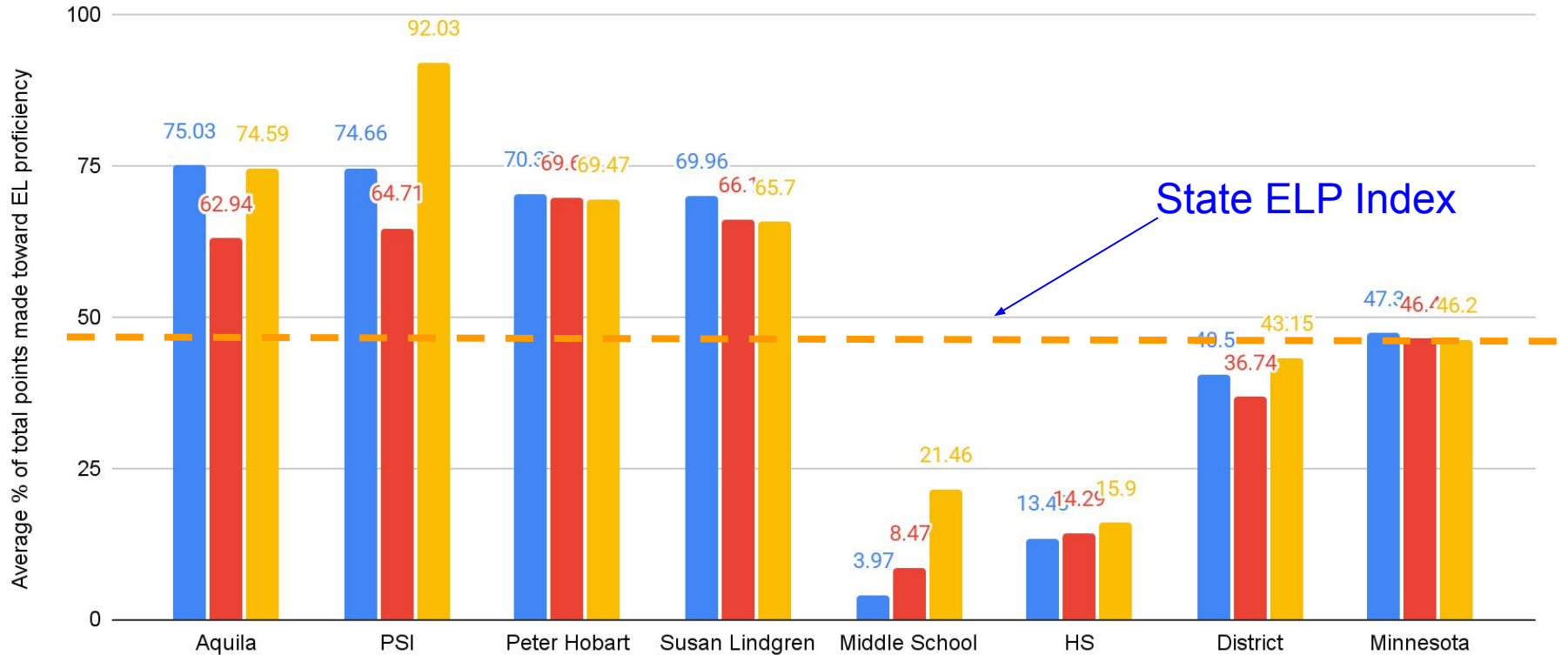
Percent Met Target on ACCESS

17.2% of our MLL students are Long-Term MLLs

- Long-term MLLs have been in the MLL program for more than 5 years (ELLevation)

- Minnesota school districts are able to receive state funding for each MLL students for up to 7 years

Moving forward

To support our MLL students we need to stay focused on:

- Standards-based lesson planning with attention to levels of proficiency in Minnesota Academic Standards and WIDA English Language Development Standards
- Continued growth, learning and application of Depth of Knowledge (DOK) at the secondary
- Build capacity in #1 & #2 as we transition to the block at the secondary level

Example: Depth of Knowledge (DOK) and
SLP MS & HS's transition to block scheduling

Webb's Depth Of Knowledge
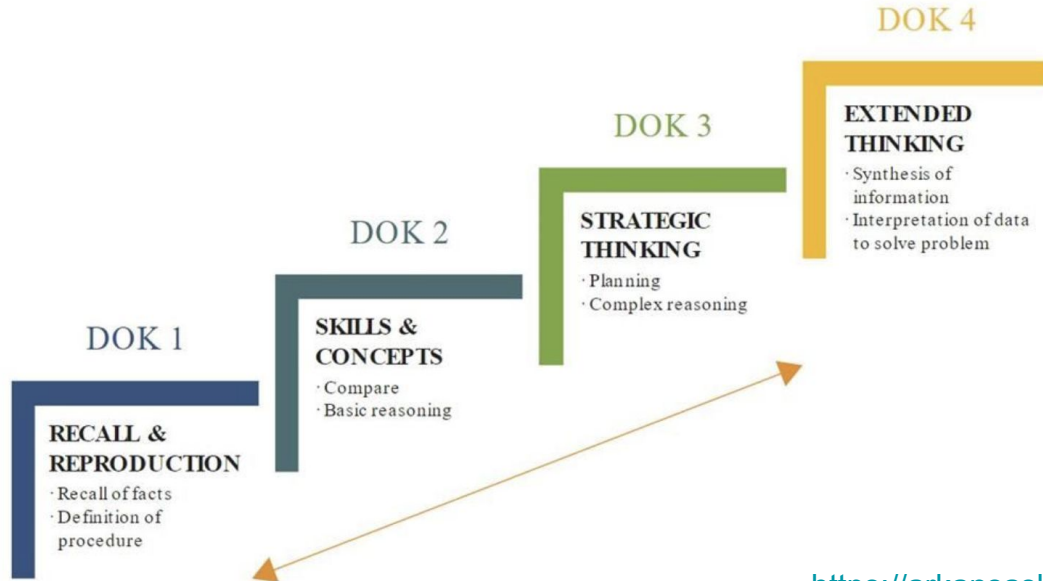
Proficiency in English Language Development requires us to teach at DOK levels similar to Reading MCA proficiency

WIDA ACCESS Reading Proficiency (Grade 6th-8th)

READING

Language Proficiency Level	Students	Process **Recounts** by:	Process **Explanations** by:	Process **Arguments** by:
Level 1 Entering		• Identifying responses to Wh-questions in charts or illustrated text • Identifying icons in graphs, charts, and environmental print related to familiar topics	• Matching content-related objects, pictures, or media to words and phrases • Identifying social or academic topics highlighted in text	• Identifying words or phrases associated with topic choices • Classifying true from false short statements
Level 2 Emerging		• Sequencing illustrated text of narrative or informational events • Locating main ideas in a series of simple sentences	• Comparing ideas on the same topic in a series of simple sentences • Identifying how content-related phenomena relate to one another in illustrated text or media	• Distinguishing facts from opinions in text • Identifying features associated with content-related claims
Level 3 Developing		• Identifying topic sentences, main ideas, and details in paragraphs • Connecting people to actions based on oral descriptions with details	• Illustrating relationships between main ideas and details in paragraphs • Sequencing steps or events to describe processes *(e.g., solving math problems)*	• Identifying claims and the reasons for each claim • Identifying opposing points of view
Level 4 Expanding		• Ordering paragraphs in narrative and informational text • Identifying summaries of passages in a variety of genres	• Matching content-related cause to effect in graphically-supported text • Highlighting text evidence that points to how systems function *(e.g., different forms of government)*	• Identifying evidence to support analysis of what texts say *(e.g., position papers)* • Classifying pros and cons of claims and evidence presented within written texts
Level 5 Bridging		• Sequencing main ideas, events, and conclusions in narrative and informational text • Matching details of content-related topics to main ideas	• Sorting grade-level text by highlighting elements of the genre *(e.g., differentiating the "how" from the "why")* • Sequencing events based on cause and effect *(e.g., how machines operate)*	• Evaluating evidence presented in support of claims • Developing a stance in favor of or against claims presented within content-related text

MCA Reading Proficiency (Grade 6)

Content Area	Anchor Standard	Beginning Level Some of the knowledge and skills typically demonstrated by a student performing at this level may include:	Intermediate Level Some of the knowledge and skills typically demonstrated by a student performing at this level may include:	Meets Level Some of the knowledge and skills typically demonstrated by a student performing at this level may include:	Advanced Level Some of the knowledge and skills typically demonstrated by a student performing at this level may include:
Themes, Central Ideas, Details, and Vocabulary	Standard 4	Cite textual evidence to describe what a text says explicitly. Summarize what the text says. Identify when a central idea is stated directly in a text. Identify explicit theme or central idea of a text. Identify how a literary text's plot unfolds, using a variety of texts, including episodes within and across texts (for example, but not limited to, an episode from a podcast series, book series, chapter book, narrative poem). Identify how characters respond to plot components (e.g., inciting incident, conflict, key events, climax, setting, resolution). Identify how informational texts introduce key individuals, events, or concepts.	Cite textual evidence to • explain what a text says explicitly. • draw inferences from the text. • make predictions and logical conclusions. Summarize what a text says with support from text. Identify inferred central idea of a text. Describe theme or central idea of a text. Identify text evidence that supports a theme or central idea. Describe how a literary text's plot unfolds, using a variety of texts, including episodes within and across texts (for example, but not limited to, an episode from a podcast series, book series, chapter book, narrative poem). Describe how characters respond	Cite textual evidence to • support analysis of what a text says explicitly. • inferences drawn from text. • make predictions and logical conclusions supported by text. Summarize a text, as a whole or a specified section. Distinguish between stated and inferred central ideas. Determine the theme or central idea of a text and support with evidence and inferences from the text. Determine how text evidence supports a theme or central idea. Analyze how a literary text's plot unfolds, using a variety of texts, including episodes within	Cite textual evidence to • support analysis of what a text says explicitly and/or implicitly. • support analysis of complex inferences drawn from text. • evaluate predictions and logical conclusions supported by text. Summarize a text, in whole or part. Analyze the theme or central idea of a text and support with evidence and inferences from the text. Analyze how text evidence supports a theme or central idea. Evaluate how a literary text's plot unfolds, using a variety of texts, including episodes within and across texts (for example, but not limited to, an episode from a podcast series, book series, chapter book, narrative poem).

Questions?