

## Classifying Language Instruction Educational Programs (LIEPs)

Districts should plan their language instruction educational program (LIEP) thoughtfully to ensure that it is responsive to the needs of the local EL population.

For example, ELs at lower proficiency levels may require more direct English language development instruction than students at higher proficiency levels who may benefit more from embedded ELD delivered in a collaborative teaching (co-planning and/or co-teaching) model. A district in which there is a large number of newcomer students at higher grades may require a specialized newcomer program with self-contained, sheltered content classes and intensive, direct ELD instruction with mechanisms to transition students to other LIEPs when they are ready. If a large number of ELs speak the same language, the district may consider employing bilingual staff to provide supports in the students' native language if possible.

In general, an EL's program or schedule of classes should not be based solely on a single test score whenever additional information is available. A program placement or schedule of courses should be based on all available information related to language and academic needs. For newly enrolling students, some information is collected at the time of enrollment (prior school experiences and grades, nature of exposure to other languages, etc), but additional information becomes available throughout the school year. English language acquisition is not linear. In order to be responsive to the needs of the individual ELs, programs should be flexible, allowing for instructional/schedule/program adjustments and changes as needed annually and throughout the school year based on input from ESL and other teachers.

There are many possibilities for the design of an LIEP. However, for PIMS and ACCESS for ELLs® reporting purposes, districts are required to classify their LIEPs for individual students using the following method.

The system approaches classification from a specific perspective. Each student should have a single classification each year. This has several important implications. By focusing on each year, a multiyear program could be classified differently as the support provided to a student changes as they gain English proficiency. While a student could be provided with multiple types of support in a year, the decision rules have been structured to lead to a single program being identified and one data entry point per student per year. This is possible because the system focuses on two distinct, well-differentiated dimensions.

### The two questions used to differentiate LIEP classifications

<b>What is the goal of the program with respect to a student's native* language?</b>	<b>What is the composition of a majority of a student's academic classes*?</b>
<ul style="list-style-type: none"><li>• Developing proficiency</li><li>• Used to support English language proficiency</li><li>• Not used. Instruction and support provided only in English</li></ul>	<ul style="list-style-type: none"><li>• All students are ELs</li><li>• Student's academic classes are a mix of ELs and native English speakers</li></ul>

\*Native language refers to a language other than English in which a student has some understanding.

\*\* The academic classes are math, science and social studies.

## LIEP Classifications

Classifications are from the point of view of services provided for each individual EL.

New LIEPs	Definition
EL Bilingual	<p><b>Language Focus:</b> Students should gain proficiency in both their native language and English with at least some instruction provided in the native language.</p> <p><b>Class Composition:</b> ELs share the same native language</p>
Mixed Bilingual	<p><b>Language Focus:</b> Approximately equal focus to English and a partner language, including content instruction in the partner language</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>
EL-specific Transitional Instruction	<p><b>Language Focus:</b> The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal</p> <p><b>Class Composition:</b> ELs only</p>
Mixed Classes with Native Language Support	<p><b>Language Focus:</b> The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom.</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>
EL-specific English-only Instruction	<p><b>Language Focus:</b> English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support</p> <p><b>Class Composition:</b> ELs only</p>
Mixed Classes with English-only Support	<p><b>Language Focus:</b> English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.</p> <p><b>Class Composition:</b> ELs and non-ELs are placed together in the same classroom</p>

## Decision Process for Classifying LIEPs

To use the table below, consider the following two questions.

What is the goal of the program with respect to a student's native<sup>1</sup> language?

- o **Improving English and Native Language:** Program aims to improve both English and a student's native language.
- o **Improving English with Native Language Support:** A student's native language is used to support English proficiency attainment.
- o **Improving English with English-only Support:** Instruction and support provided only in English.

What is the composition in a majority of a student's academic classes?

- o **EL-specific:** At least one of the academic content classes (.e. math, science or social studies) for the student is composed of only ELs.
- o **Mixed:** All content classes (i.e., math, science or social studies) are composed of ELs and native English speaking students.

Once you can answer both questions, the correct program will be listed in the square where the answers match.

	<i>Target Languages for Improvement</i>		
<i>Content<sup>4</sup> Class Composition<sup>5</sup></i>	<b>English and Native Language</b>	<b>English with Native Language Support</b>	<b>English with English-only<sup>3</sup> Support</b>
<i>EL-specific Content Classes</i>	EL Bilingual	EL-specific Transitional Instruction	EL-specific with English-only Instruction
<i>Mixed Content Classes</i>	Mixed Bilingual	Mixed Class with Native Language Support	Mixed Class with English-only Support

## Notes

1. Native language refers to a language other than English in which a student has some understanding. In the case of a multilingual student, the language used in the program may not be their L1.
2. In order for a program to qualify as an LIEP, a student must have contact with an ESL or Bilingual certified educator. There will be a No Support Provided option for data collection purposes for students who do not receive language support services.
3. "English-only" should be selected when English is the only language shared between the program and the student, even if support in other languages is available.
4. Content classes are math, science and social studies.
5. If a student has at least one content class (math, science, or social studies) that includes only EL students, please choose an EL-specific Content Classes classification.

# Decision Flowchart

