Wisconsin's Language Instruction Educational Program (LIEP) Crosswalk (2022)

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Multilingual Learners
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Who’s in the room?

Session Goals

- Review purpose and use of LIEP data
- Examine value of program data
- Explain rationale for crosswalk changes
- Prepare to use resources for data reporting
- Gather feedback on shifts

Language Learning Landscape (WI)

Assignment: Feature story on the language learning landscape in Wisconsin

Inquiry: What questions would guide your research?

Drop a key question in the chat.

Center Learners with Data

- Meet reporting requirements
- Support evaluation and effectiveness
- Identify areas for support
- Inform research, policy and budget
- Guide teacher training & recruitment
- Assess equity and inclusion

Today’s Data Focus:

Language education program models

Language learners

Languages of learning

What is an LIEP?

- Defined in Elementary and Secondary Education Act (ESEA)
- Language instruction educational program for EL students (Bilingual and/or ESL)
- Purpose to assist students in:
  - Developing/attaining English proficiency (English Language Proficiency Standards)
  - Meeting challenging state academic content/achievement standards
- May include instruction in English <u>and</u> student's primary language to facilitate English language development (Other Language proficiency Standards)
- May include participation of non-ELs if goal is proficiency in English and target language for <u>all</u> students

Reporting LIEP Data

- Collected by DPI as part of WISEdata reporting requirements for ELs
- Collected at student level using program codes
- Tracked via school information system (SIS)
- Reported only for ELs
- May also report each service student is receiving for current reporting period.
- Must indicate primary LIEP

Revised LIEP Crosswalk

- LIEP crosswalk lists:
  - LIEPs for ELs in WI
  - Associated reporting codes
- Updated version released Spring 2022
- To be used for 2022-23 reporting
- Can be accessed here

LIEP Crosswalk Revision: Goals

- Provide accurate, clear, and coherent information
- Improve the accuracy of program- and state-level data
- Represent current, research-based, LIEP pathways
- Build understanding of LIEP options and characteristics
- Collect data to address equity and new areas of inquiry
- Be responsive to multilingual learner identities and experiences
- Identify effective service models and areas for improvement

Data Enhancements

- Separate reporting of Caregiver Refusal and No LIEP available data
- Collect full data set for dual language education programs by district, model, grade, content, language, and learner profiles
- Create means to identify an EL's primary and secondary LIEP
- Ability to track LIEP history for former ELs
- Design reports to assess LIEP outcomes and growth

Language of Instruction

- Purposes
- Language used for teaching and learning within the course
- Course-level data element
- English as default
- [DPI Language of Instruction webpage]

Overview of 2022 LIEP Crosswalk

- Three main sections:
  - Bilingual Programs
  - English as a Second Language (ESL) Programs
  - Missing/Refusal/Other
- For each LIEP, includes:
  - Name of LIEP and Reporting Codes
  - Description and Learners
  - Standards and Outcomes
  - Federal and State Funding and Plan of Service (POS) Requirements

2022 LIEP Crosswalk

Revised LIEPs

Bilingual LIEPs	ESL LIEPs	Missing
• Dual Language Education - Two-Way Bilingual • Dual Language Education- Developmental Bilingual • Transitional Bilingual - Early Exit • Transitional Bilingual - Late Exit • American Indian Language Bilingual • Heritage Language Bilingual • Newcomer Bilingual • Bilingual- Integrated Self-Contained SPED	• Content-Based ESL • Sheltered Instruction • Integrated ESL • Newcomer ESL • Structured English Immersion • Stand Alone ESL/ELD • ESL Integrated Self-Contained SPED	• No LIEP Available • Caregiver Refusal • Other

Bilingual LIEPs: Key Revisions

2017 LIEP Crosswalk	2022 LIEP Crosswalk
Dual language Immersion (a.k.a. Two-way Bilingual or Two-way Immersion) (DLI) Developmental or Late-Transitional Bilingual Program (DBE or TBE)	Dual Language Education - Two-Way Bilingual Dual Language Education - Developmental Bilingual
Developmental or Late-Transitional Bilingual Program (DBE or TBE) Transitional Bilingual Education (TBE)	Transitional Bilingual - Early Exit Transitional Bilingual - Late Exit
Heritage language or Indigenous language program	American Indian Language Bilingual Heritage Language Bilingual
	Newcomer Bilingual Bilingual- Integrated Self-Contained SPED

ESL LIEPs: Key Revisions

2017 LIEP Crosswalk	2022 LIEP Crosswalk
Content-Based ESL a.k.a. co-teaching or Sheltered Instruction with Native Language Support; push-in or pullout model	Content-Based ESL
ESL – Sheltered Instruction a.k.a: Structured English Immersion (SEI), Pull-out English as a Second Language (ESL) or English Language. May be used with Newcomers.	Sheltered Instruction Structured English Immersion Stand Alone ESL/ELD
ESL – Integrated Mainstream or Co-teaching models	Integrated ESL
Newcomer- ESL	Newcomer ESL
Integrated EL-Special Education	ESL Integrated Self-Contained SPED

Crosswalk Organization: ESL Example

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements
English as a Second Language (ESL) Programs			
Targeted Academic Achievement and English Language Development			
9 **Content-Based ESL** **WISEdata:** ESL-CB **EdFacts:** LNGPRGESLSUPP	**Description:** Instruction in which content is used as the medium for building English Language skills, the primary focus remains on learning English. **Language(s) of Instruction:** English, could also be supported by student's home language **Learners:** English learners only Serving EL/ELP≤4	**Standards:** • Grade Level Academic Content Standards • English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** Yes **BLBC Eligibility:** If students' home language is used to advance content learning, may be eligible for BLBC state aid if: • **Spanish:** must be taught in Spanish by a licensed bilingual educator for eligible Spanish speaking English learners. • **Other languages**: must be taught by a certified ESL teacher with a bilingual paraprofessional who is fluent in the home language of eligible English learners. **POS required:** Yes

2022 LIEP Crosswalk

Crosswalk Organization: Bilingual Example

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements
Bilingual Programs			
1 **Dual Language Education - Two-Way Bilingual** Also Known As (AKA) *Two-Way Immersion (TWI)* **WISEdata:** BI-DLTW **EdFacts:** LNGPRGDU	**Description:** Pre-K through grade 5, with program continuation into secondary school. Minimum of 50% of core instruction in partner language in grades PK-5. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). High school dual language education programs include a minimum of two courses annually in the partner language. **Language(s):** Academic content learning facilitated in English and partner language **Learners:** Target population consists of 50%-60% English learners, partner language speakers, with 40-50% English proficient second language learners of the partner language. EL students granted priority status in access to the program. Data for former and non-ELs should be reported under World Language (Two-Way Dual Language - World Language Cohort, DLTW-WL) Serving EL/ELP 1-7	**Standards:** • Grade Level Academic Content Standards • English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. (+ SLD standards, if partner language is Spanish) • World Language Standards Language performance benchmarks used to target and assess language proficiency and literacy development in English and partner language. **Outcomes:** Academic Achievement, Bilingualism/Biliteracy, Sociocultural and Global Competence	**Title III:** Yes for ELs only **BLBC:** Yes for students with ELP code 1-5 in programs meeting BLBC criteria **POS required:** Yes *Report data for non-ELs under world language WISEdata section.

2022 LIEP Crosswalk

Crosswalk Columns: A Closer Look

- Name of LIEP and Reporting Codes
  - Program type and alternate names
  - WISEdata codes
- Description and Learners
  - Program description
  - Students served, including ELP levels
  - Languages of instruction (bilingual programs only)
- Standards and Outcomes
  - ELD standards - All program models
  - Academic standards
  - Other language standards when applicable
- Federal and State Funding and Plan of Service (POS) Requirements

LIEP Selection

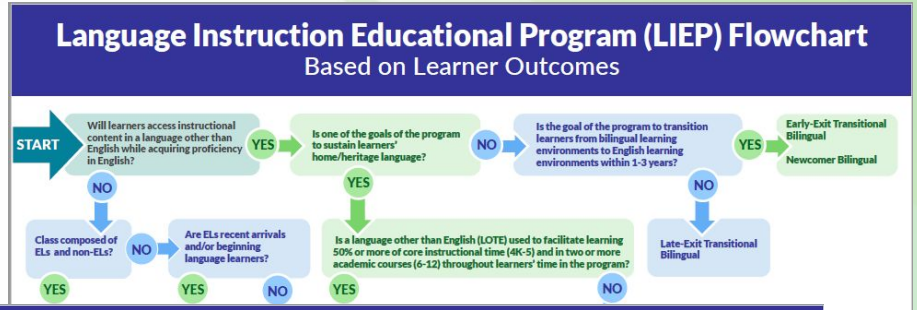
- Use crosswalk in conjunction with LIEP flowcharts
- Consider:
  - Language(s) of instruction (ESL or bilingual)
  - Desired program outcomes
  - Learners
  - Funding source requirements (Title III, BLBC)
  - Program model descriptions
- May offer multiple LIEPs

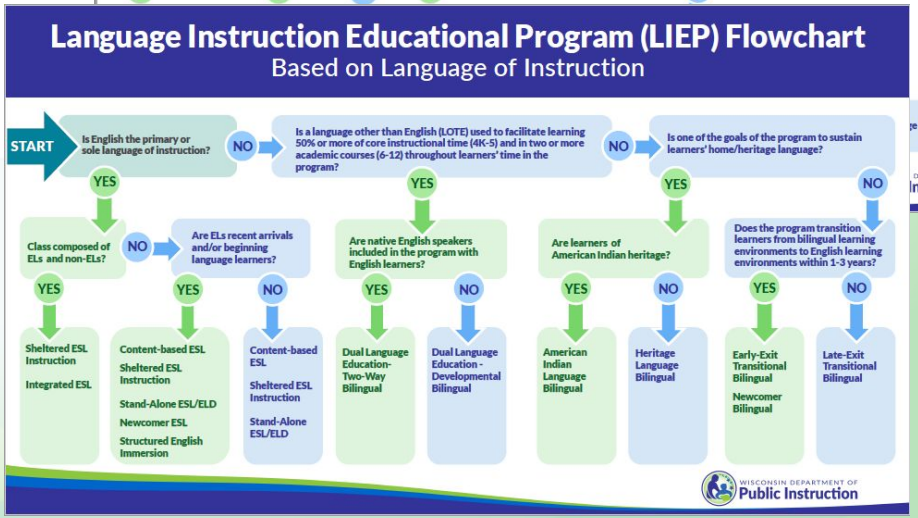
LIEP Flowcharts

Decision-making tools

[Version A: Learner Outcomes]

[Version B: Language of Instruction]



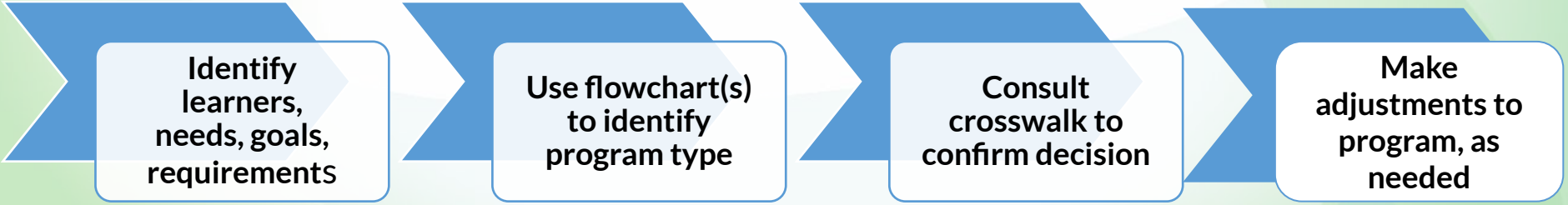


Recommendations

- Start with flowchart(s), then consult crosswalk to confirm decision
- Ensure selected LIEPs:
  - Address the needs of students
  - Align with goals of school/district
- Consider how existing programs may need to be changed to align with revised LIEP programs

Next Steps: Practice with Colleagues

Choose a group of EL students you serve and use flowchart(s) and crosswalk to identify a possible LIEP for those students



LIEP Crosswalk: Explore

Open and review the 2022 LIEP Crosswalk and Version A (learner outcomes) and Version B (language of instruction) of the flowcharts.

Identify something on the crosswalk or flowcharts you want to learn more about.

Learners

Identified English Learners
ELP Code 1-5 must have an identified LIEP
(Primary and Secondary, if applicable)

Non-English Learners
Former English learners **(ELP CODE 6)**
Students who are not identified as English learners **(ELP CODE 7)**
(Reported through World Language Education Program Data)

Bilingual Programs

1 **Dual Language Education - Two-Way Bilingual** Also Known As (AKA) *Two-Way Immersion (TWI)* **WISEdata:** BI-DLTW **EdFacts:** LNGPRGDU	**Description:** Pre-K through grade 5, with program continuation into secondary school. Minimum of 50% of core instruction in partner language in grades PK-5. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). High school dual language education programs include a minimum of two courses annually in the partner language. **Language(s):** Academic content learning facilitated in English and partner language **Learners:** Target population consists of 50%-60% English learners, partner language speakers, with 40-50% English proficient second language learners of the partner language. EL students granted priority status in access to the program. Data for former and non-ELs should be reported under World Language (Two-Way Dual Language - World Language Cohort, DLTW-WL) Serving EL/ELP 1-7
2 **Dual Language Education - Developmental Bilingual** AKA *One-Way DLE for Heritage Learners* *Maintenance Bilingual* *Late Exit Bilingual* **WISEdata:** BI-DLDB **EdFacts:** LNGPRGDU	**Description:** Minimum of 50% of daily core instruction in partner language. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). **Language(s):** Academic content learning facilitated in English and partner language **Learners:** English learner, partner language speakers Data for former and non-ELs should be reported under World Language (Dual Language Education - Heritage Learners, DLDB-HL) Serving EL/ELP 1-7

World Language Program Models

Link to World Language Program Models

- Exploratory World Language (PK-6) EXWL
- Elementary School World Language ESWL
- Content-Based World Language (PK-6) CBWL
- One-Way Dual Language Education OWDL
- Two-Way Dual Language Education (Non-ELs in bilingual LIEP) DLTW
- Secondary Level World Language (6-12) WLSL
- Heritage Learner World Language HLWL
- American Indian Language AIWL
- Facilitated World Language Study FWLS

World Language Program Model Table

Program Code	Program Model & Definition	Standards & Outcomes	Licensing & Competencies
WLSL	**Secondary Level World Language Program** Standards-based progression of world language learning in grades 6-12. Includes American Sign Language. Access to world language learning is required in grades 7-12. Note: Computer programming is NOT a world language.	**Standards** Wisconsin Standards for World Languages **Outcomes** Recommended Program Level Performance Benchmarks	Licensed to teach assigned world language and developmental age of learners. Intermediate High or better language proficiency recommended. Teacher Effectiveness for Language Learning Framework
HLWL	**Heritage Learner World Language Program** Language and literacy development for heritage/home-language learners, such as Spanish for Native Speakers courses.	**Standards** Wisconsin Standards for World Languages **Outcomes** Recommended Program Level Performance Benchmarks	Educators with world language or bilingual license, at the assigned grade level. Advanced Low or higher language proficiency recommended.

Common WL Codes for Former ELs & simultaneous bilinguals

- One-Way Dual Language Education Program OWDL
- Two-Way Dual Language Education Program DLTW
- Dual Language Education Developmental Bilingual - Heritage Learners DLDB-HL

Questions/Feedback

What feedback to you have?

What questions do you have?

What are the implications of the new crosswalk for you?

What additional support do you need?

Record your thoughts here

DPI Reference Resources

LIEP Crosswalk (2022 Version)

WISEdata Language Instruction Services

WISEdata Language Instruction Services

FAQs

What Can I Teach Resource (2020 Version)

DPI Contacts

Multilingual Learners & Title III

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