

Urban Academy Charter School
Language Instruction Education Program (LIEP)
2019-2020

Second Language Acquisition

Acquiring Academic English is a long-term process. Some important factors in Second Language Acquisition are numbers of years of formal education in the Native Language and number of years of formal education in English. There is also a difference between conversational language proficiency and academic language proficiency. Cummins (1981) says conversational fluency is usually achieved in two to three years. Thomas & Collier (1997) found that English Learners can achieve academic grade level test results in five to seven years, *if they have had at least two years of formal education in their native language*. Otherwise, it takes 7-10 years to achieve academic grade level test results.

Initial Placement

At Urban Academy, English Language Learners (ELs) are identified at the beginning of each academic year by the Minnesota Language Survey (MNLS). Only a student whose parent has a completed MNLS, participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in the LIEP.

Procedure

1. The MNLS is completed by the parent upon student enrollment.
2. If languages other than English are spoken, then EL teachers administer assessments including The World Class Instructional Design (WIDA) Screener (Grades 1-6) or WIDA Assessing Comprehension and Communication in English State to State (ACCESS) Placement Test (Kindergarten).
3. Additional assessments include Fountas & Pinnell reading level, Measure of Academic Progress (MAP), bi-weekly classroom assessment data trackers in math and reading, and other classroom assessments may also inform eligibility.
4. Parents of ELs new to the LIEP are notified about placement in writing by mail within 10 days of initial enrollment.
5. Parents of ELs with continuing eligibility are notified about placement in writing by mail within 30 days of continuing enrollment.

6. A parent or guardian has the right to withdraw the student from LIEP by providing written notice.

Continuing Eligibility

For students that were enrolled at Urban Academy the previous year, the previous year's ACCESS scores are used to determine continuing eligibility. If that student had an overall composite score of less than 4.5 and two domain scores are less than 3.5, he/she qualifies for EL services. **Continuing Eligibility Parent Notification** occurs annually within 30 days of enrollment.

Exit

If a student has an overall composite score of 4.5 or greater, and all domain scores are at least 3.5, then the student is exited from the program. If the student's scores are a 4.5 composite and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student may also be exited from the program using additional criteria.

The following additional criteria may be applied in decisions about exiting when only one of the four domain scores is below 3.5. If the speaking score is less than 3.5, the English Learner (EL) teacher will interview the student using The World Class Instructional Design (WIDA) speaking rubric to determine if the student may exit the program. If the reading score is less than 3.5, then the EL teacher consults with the classroom teacher who examines classroom Standards-Objectives-Assessment-Reteaching (SOAR) results and Fountas & Pinnell Reading Benchmark assessments to determine if the student may exit the EL program. If the student has a writing score that is less than 3.5, the EL teacher consults with the classroom teacher who examines curriculum based writing samples applying the WIDA writing rubric to determine if the student may exit the EL program. If the student has a listening score below 3.5, then the EL teacher listens to the student speaking and applies the WIDA rubric after given WIDA ACCESS Placement Test (WAPT) picture prompts to determine if the student may exit the EL program.

1. The EL student is exited from LIEP if ACCESS composite score is ≥ 4.5 and all domains are ≥ 3.5 .
2. Additional criteria is used to determine eligibility if composite is ≥ 4.5 and only one domain score < 3.5 .

Additional exit criteria may include:

- Standards, Objective, Assessment, Reteaching (SOAR) plan data results
- Fountas & Pinnell Benchmark reading level assessment data
- WIDA speaking and writing rubric analysis

LIEP Description and Scope of English Language Development Instruction

The Co-Teaching program is the main method of instruction for all ELs K-6. All ELLs receive co-teaching instruction with a licensed EL teacher at least one session per week. Also, ELLs who place at the newcomer or beginner levels receive additional co-teaching sessions or small group instruction. EL service is guided by WIDA English Language Development (ELD) Standards, WIDA Can-Do descriptors, and Grade Level State Standards. EL instruction is delivered using instructional strategies that have been proven by research to help ELs access content objectives. Additionally, Bilingual Paraprofessionals support EL students in the classroom under the direction of the EL teacher, Classroom Teachers, and the Response to Intervention Team. We currently serve 184 ELs in the Co-Teaching program. See the table below for the amount of minutes of instruction ELs receive from a licensed EL teacher.

Minutes of English Language Development (ELD) Instruction

ELD Level (WIDA ACCESS Levels 1-6)	Sessions per week with EL teacher (each session lasts 15-60 minutes)
Newcomers (Levels 1.0-2.5 and new to U.S.)	5
Beginners (Levels 1.0-2.5)	2-5
Intermediate (Levels 2.6-3.5)	1
Advanced (Levels 3.5+)	1

EL teachers also collaborate with classroom teachers to provide support in developing language objectives and differentiated instruction designed to help ELs access the general education curriculum. Grade level teachers share biweekly unit plans with EL teachers through Google Drive. Many EL newcomers and beginners receive additional small group and one on one services conducted by bilingual paraprofessionals who

target certain skills such as letter recognition or certain instructional programs such as the Chunk reading program.

Professional Development is provided for teachers in EL instructional strategies during our Professional Learning Community meetings.

Communication of Language Instruction Education Program

At Family Informational Meetings the Language Instruction Education Program (LIEP) is presented to parents and they are given opportunities to discuss, ask questions, and provide input regarding the LIEP. Also, at parent conferences parents are informed about the English Language Development services students receive through the LIEP.

The Urban Academy Charter School LIEP is aligned with the Minnesota Standardized English Learner Procedures For Program Entrance and Continuing Eligibility (July 2017)
<https://www.education.state.mn.us/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072039.pdf>

And pursuant to Minnesota State Statutes
<https://www.revisor.mn.gov/statutes/?id=124D>.

Any need for translations or questions about this document can be directed to the front office at Urban Academy Charter School.