ENGLISH LEARNERS (EL)
ALABAMA DEPARTMENT OF EDUCATION

POLICY AND PROCEDURES MANUAL

Alabama State Department of Education
Federal Programs Section
Post Office Box 302101
Montgomery, Alabama 36130-2101
(334) 353-4544
1-888-725-9321
ENGLISH LEARNERS (ELs) POLICY & PROCEDURES MANUAL

This document, *English Learners (ELs) Policy and Procedures Manual*, is an outgrowth of the Alabama State Department of Education’s voluntary agreement with the U.S. Department of Education, Office for Civil Rights (Compliance Review #04-98-5023), for providing services to students who are English learners (ELs). It incorporates requirements and applicable references to Title III of the *No Child Left Behind Act of 2001* (NCLB). This document is intended to provide basic requirements and guidance for policies, procedures, and practices for identifying, assessing, and serving ELs. While the term limited-English proficient (LEP) is used in legal and official documents, the *EL Policy and Procedures Manual* refers to LEP students as ELs. Questions about responsibilities of local education agencies (LEAs) in providing English language services may be directed to:

Dr. Tommy Bice, Deputy State Superintendent of Education  
*tbice@alsde.edu*

Dr. Tammy H. Starnes, Title III/State EL Coordinator  
*tstarnes@alsde.edu*

Mrs. Dely Velez Roberts, EL Specialist/Title I  
*droberts@alsde.edu*

Printing costs for this document were supported by Title III.
## Contents

**ENGLISH LEARNERS (ELs) POLICY & PROCEDURES MANUAL** ............................................................ 2
**PREFACE** .................................................................................................................................................. 7

**PART II: ENGLISH IN EQUALLY ACCESS TO LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS**

**D. NON-PUBLIC SCHOOL PARTICIPATION AND TITLE III - LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS** ........................................... 22

**E. EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS** ..................................... 25

**F. TRANSACT® COMPLIANCE AND COMMUNICATION CENTER™** .......................................................... 28

**PART II: ENGLISH INSTRUCTION EDUCATIONAL PROGRAMS** ............................................................ 29

**A. ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM ADMINISTRATION** ............................................ 29

---

### Identification, Enrollment, and Placement of Language-Minority Students

- **Home Language Survey** ......................................................................................................................... 10
- **Enrollment Policy** ................................................................................................................................. 11
- **Initial Language Proficiency Assessment and Program Placement** ....................................................... 11

### ACCESS for ELLs® Overview: Tiers

- **Criteria For Tier Selection** ................................................................................................................... 13

### Transition from EL Program Services

- **Monitoring Transitioned Students** ......................................................................................................... 15

### The WIDA Model

- **State Codes for English Learners and Data Collection** ........................................................................... 18

### General Education Placement

- **Advanced Placement (AP) Courses** ....................................................................................................... 19

### Foreign Exchange Students

- **Parent Notification** ............................................................................................................................... 17

**Separate Notification Regarding Accountability for Annual Measurable Achievement**

- **Objectives (AMAOs)** ............................................................................................................................. 17

**THE WIDA MODEL**

- **Monitoring Transitioned Students** ......................................................................................................... 15

### English Learner Committee

- **Roles of Problem Solving Team (PST) and ELs Committees** .................................................................. 16

### Access for ELLs

- **Exit Criteria** ......................................................................................................................................... 14

---

**PART II: ENGLISH INSTRUCTION EDUCATIONAL PROGRAMS** ............................................................ 29

**A. ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM ADMINISTRATION** ............................................ 29

- **Comprehensive Needs Assessment** ....................................................................................................... 29

**Castañeda v. Pickard** ........................................................................................................................................ 29
Program Selection ................................................................. 30
English as a Second Language Program and Service Delivery Models .......................... 30
Core Program ..................................................................... 32
B. ENGLISH AS A SECOND LANGUAGE CURRICULUM AND INSTRUCTION ............ 33
WIDA Consortium .............................................................. 33
ACCESS for ELLs® .............................................................. 33
Alabama Courses of Study and World-Class Instructional Design and Assessment English Language Proficiency (WIDA ELP) Standards ............................................ 34
C. GRADING AND RETENTION GUIDELINES FOR ENGLISH LEARNERS ............ 35
C. ENGLISH AS A SECOND LANGUAGE ACQUISITION EVALUATION .................. 36
Program Evaluation ............................................................ 36
OCR Policy ........................................................................ 36
D. ENGLISH AS A SECOND LANGUAGE TEACHER CERTIFICATION ................. 37
State Requirements for Teaching English as a Second Language ............................... 37
Alabama Colleges and Universities That Offer English as a Second Language Degree and Certification Programs ................................................................. 38
E. CLASS SIZE ..................................................................... 39
PART III: STUDENT ASSESSMENT AND ACCOUNTABILITY ........................................ 40
A. PARTICIPATION IN STATEWIDE ASSESSMENT PROGRAM ................................. 40
Accommodations for English Language Learners on Statewide Assessments ............... 40
B. ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) (Title III, Section 3122) ........................................................................................................ 40

What do AMAOs mean in terms of accountability regarding English Learners (ELs)? ... 40
How are AMAOs for ELs determined? ................................................................. 41
Establishing Title III Annual Measurable Achievement Objectives (AMAOs) ............. 41
What are AMAOs? ........................................................................ 41
  AMAO A ........................................................................... 41
  AMAO B ........................................................................... 42
  AMAO C ........................................................................... 44
Comments/Reminders about AMAOs ................................................................. 44
  Accountability (3122) (b) ...................................................... 44
  Reporting to Districts: ........................................................ 44
  Improvement Plan: ............................................................ 45
  Technical Assistance: ........................................................ 45
  Accountability: ................................................................. 45
  AMAO Q & A ................................................................... 45
C. ENGLISH AS SECOND LANGUAGE PROGRAM EXIT REQUIREMENTS .............. 46
D. MONITORING ELS WHO HAVE EXITED THE ESL PROGRAM ......................... 46
PART IV: IMMIGRANT CHILDREN AND YOUTH ...................................................... 48
  Reservation from Title III .................................................................... 48

The five percent of the state’s allocation that is reserved for applicants that have experienced a significant increase in the percentage or number of immigrant children and youth will be awarded as a second tier award after the percentage/amount for limited-English proficient students has been calculated. The two preceding year’s averages will be compared to the current year. The current immigrant number must be at least ten more than the average of the two
preceding years of immigrant children. An eligible entity with an increase of 10 or more immigrant students is determined to have a significant increase. The amount equal to 5% of the state’s immigrant allocation will be allocated to districts deemed as having significant impact based on a per student basis using the number of students who are identified as immigrant within each district.

Use of Funds

Grant Purpose

The purpose of this program is to assist local educational agencies (LEAs) that experience significant increases in their student population due to immigration. The grant will allow LEAs to enhance educational opportunities for immigrant and youth. The term immigrant children and youth refers to individuals who:

(a) are aged 3 through 21.
(b) were not born in any state; and
(c) have not been attending one or more schools in any one or more states for more than three full academic years. May or may not be also an ELL student.

Definition of Significant Increase

A significant increase is a district that experiences growth in the number of immigrant students by 10 over the previous two years.

Allowable Use of Funds

Grant Period

Application Requirements

PART V: DATA COLLECTION FOR EL AND IMMIGRANT

HYPHENS ARE ON BIRTH CERTIFICATES:

LAST NAME:

FIRST NAME:

MIDDLE NAME:

ENGLISH LEARNERS POLICY AND PROCEDURES MANUAL

APPENDIX

Legal Cases Related to English Learners

Key Vocabulary for English Learners

http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html

SCHOOL YEAR

ELL STUDENT REFERRAL AND PLACEMENT FORM

ESL PROGRAM EVALUATION SAMPLE

(please attach pages as needed)

LEA

Preventing Inappropriate Referrals of Language Minority Students to Special Education

EVALUATION & ASSESSMENT FOR TITLE VII PROJECTS--HANDOUTS

Identifying Limited English Proficient Students

General Resources on the Web

Resources for Developing ELL Program
Identification of Potential ELL Students ..................................Error! Bookmark not defined.
"Handbook of English language Proficiency Tests." This guide provides an overview of
assessing English language proficiency, details regarding five different tests, and a checklist for
selecting an appropriate test for a district's needs.
"Identifying Limited-English-Proficient Students." This handout provides information on
identifying ELL students and establishing transition and/or exit criteria. The handout also
includes sample instruments for identifying ELL students.
defined.
Assessment of ELL Status..........................................................Error! Bookmark not defined.
Special Programs .................................................................Error! Bookmark not defined.
   Resources for Evaluating EL Programs.................................Error! Bookmark not defined.
Other Resource Sites..........................................................Error! Bookmark not defined.
PREFACE

A. EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

It is the policy of the Alabama State Board of Education and the Alabama State Department of Education (SDE) that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [No Child Left Behind Act of 2001, Title III–Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302(f)]

B. INTRODUCTION

The number of limited-English speaking families in Alabama has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited-English proficiency. These children are in Alabama schools acquiring academic English that facilitates mastery of the content standards. Their ability to learn this content may be hampered by the lack of appropriate instruction and accommodations in the classroom. The SDE recognizes that there are national origin minority school children in the state that have limited-English language proficiency. This population continues to grow annually. Students with limited-English proficiency sometimes experience difficulty with the dual load of learning a language while learning academics taught in that language. These students are at a higher risk of dropping out of school and may consequently have reduced opportunities for employment.

The SDE is committed to providing all students equal opportunity to benefit from educational programs and services. Further, the SDE is committed to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and can achieve the state’s academic content and student academic achievement standards.

The SDE has the responsibility for implementing Title III, Language Instruction for Limited English Proficient and Immigrant Students, of the No Child Left Behind Act of 2001 (NCLB). The SDE is also responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs and activities that receive federal financial assistance. Local education agencies (LEAs) that receive federal financial assistance cannot discriminate, on the basis of race, color, or national origin.

➢ Provide services, financial aid, or other benefits that are different or in a different manner from what all students receive.
➢ Restrict an individual’s enjoyment of an advantage or privilege enjoyed by others.
➢ Deny an individual the right to participate in federally assisted programs.
➢ Defeat or substantially impair the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English. Title VI protects students who are limited in their English language skills and are, thereby, unable to participate in or benefit from regular or special education instructional programs.

C. STATE DEFINITION OF LIMITED-ENGLISH PROFICIENT

The state definition of limited-English proficient (LEP) is taken from the No Child Left Behind Act of 2001, S. 9101, 25, of Title IX:

The term ‘limited-English proficient’, when used with respect to an individual, means an individual –
(A) who is aged three through 21
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) (i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
   (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulty is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
   (i) the ability to meet the State’s proficient level of achievement on State assessments described in Section 1111(b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.”
D. LEGAL CASES RELATING TO ENGLISH LEARNERS

1964 Civil Rights Act, Title VI
“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” - 42 U.S.C. § 2000d.

Lau v. Nichols (US Supreme Court Decision 1974)
“The failure of school system to provide English language instruction to approximately national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569.”

Plyler v. Doe (U.S. Supreme Court Decision 1982)
“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall „deny to any person within its jurisdiction the equal protection of the laws ” . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents . . . No national policy is perceived that might justify the State in denying these children an elementary education.” - 457 U.S. 202

“In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy, – implement the program with resources and personnel necessary to put the theory into practice, and – evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].”

This case established a three-part test to evaluate the adequacy of a district's program for the English language learner:
1. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure that language barriers are actually being overcome?

Additional laws related to EL can be located in the Appendices.
Figure 1: Progression of EL Students in the EL Program

A. INTAKE PROCEDURES

*Identification, Enrollment, and Placement of Language-Minority Students*

**Home Language Survey**

English Learners (ELs) must be identified at the point of enrollment. A consistent enrollment procedure for language-minority students, which includes the use of a Home Language Survey (HLS), facilitates their entry into the new school environment. A language-minority student is one whose home language is other than English. It is vital to have trained school personnel who are dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

A Home Language Survey must be completed for each student registering for enrollment in an Alabama public school. It may be helpful to conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be helpful to the EL’s committee when considering appropriate placement for the student. The assistance of a translator may be required to complete the survey. The completed survey becomes part of the student’s permanent record and should be available for future reference.

The Home Language Survey must contain, at a minimum, a version of the following questions:

- Is a language other than English spoken at home?
- Is your child’s first language a language other than English?
- What language did your child learn when her/she first began to talk?
- What language does your child most frequently speak at home?

When all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Procedures established by the school system for placement in the general student population should be followed.
Any student whose registration or HLS indicates a language other than English on any of the survey questions is a language-minority student. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student’s English-language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

**Enrollment Policy**

All language-minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (*Phyle v. Doe*). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents.

If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. The LEA may need to contact the former school system. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student’s case should be handled in accordance with approved state and local board of education procedures.

The LEA should work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

**Initial Language Proficiency Assessment and Program Placement**

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language-minority students identified through the HLS during registration at the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. The LEA will record the registration date as “original entry date” on STI or “date first enrolled” when completing the demographics page of the ACCESS for ELs English proficiency test.

The SDE has adopted the World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT) to help determine eligibility for placement in the LEA’s English language development program. The W-APT assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure that students' language needs are properly identified and addressed through the LEA’s educational program.

**W-APT**

W-APT stands for the WIDA-ACCESS Placement Test. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.
The WIDA-ACCESS Placement Test (W-APT) is an assessment tool, used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether a child is eligible for English language instructional services.

The W-APT yields an overall composite score based on the language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

1. Any student scoring an overall composite score of 3.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an English language instruction educational program.

2. Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student’s English language proficiency is needed to determine placement.

The W-APT should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student’s age and amount and quality of previous schooling, should be factored into the decision.

ACCESS for ELLs® Overview: Tiers
The solution to making the test appropriate to each individual was to present the test items in 3 tiers for each grade level: A, B, and C. The following chart shows how the different tiers map to the English language proficiency levels. You can see from this test design that the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale. Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs® test works as intended, it is necessary to place each student into the tier that best matches his or her English language proficiency level. The decision as to where...
the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests. The W-APT™ screener test yields a composite score which indicates which tier a child should be placed in for the ACCESS test, however, that score should be supported by additional criteria for tier selection.

Each test form takes particular aim at a certain grade level cluster and range of proficiencies, but each also has to align with all the other instruments in the battery. That is, they each measure a certain segment of a common academic English proficiency measurement scale. In this way, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

**Criteria For Tier Selection**

This page lists the criteria for tier placement for the ACCESS for ELLs® assessment. The W-APT™ is intended to assist with tier placement, but the following chart gives additional criteria which can support its results or assist with tier placement in the event that the W-APT™ is not available or practical for use with a particular child.

ACCESS for ELLs® uses Tiers (A, B, or C) to maximize accuracy and validity of test results, allowing students to avoid responding to questions that are inappropriately difficult or easy. For placement into the appropriate Tier, English language learners must meet at least ONE of the criteria listed for the Tier.
Exit Criteria

Transition from EL Program Services

EL students who make an overall proficiency level of 4.8 on ACCESS for ELLs will exit the EL program. If a student does not make an overall proficiency score of 4.8 they will continue receiving language acquisition services from the district.

Students who are exited from ESL services are placed on monitoring status for two academic years. During the monitoring time, the ESL teacher and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ESL support. Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes.
Monitoring Transitioned Students

All transitioned former EL students are monitored. Adequate time should be given in the mainstream to give the student the benefit.

- Student is able to meaningfully participate in the district's educational program
- Student is not able to participate meaningfully in the district's educational program
- Student continues in the district's educational program with the general student population
- Student is assessed to determine the reason for participation deficiencies:
  - Previous EL status
  - Other factors
- Student is provided appropriate services based on the results of the assessment. This does not mean that they are put back into the EL program. It may be that they are in need of other services. If they are to be put back into the EL program they should be retested and placed in the program like a new student.

Individual English Language Plan

It is recommended that each student designated as EL have an Individual English Language Plan (I-ELP) which should be updated annually until the student achieves Former LEP (FLEP) status.

The EL Committee should use the following guidelines in implementing the I-ELP:

1. Ensure full consideration of each student’s language background before placement in an English language instruction educational program.
2. Ensure implementation of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit.
3. Review student’s progress in language acquisition and academic achievement annually.
4. Convene as needed to discuss changes or adjustments in the ELs instructional services.
5. Identify accommodations needed on state assessments. Additional classroom strategies and accommodations should be identified as appropriate.
6. Communicate in a timely manner the student’s I-ELP with faculty and staff who interact with and provide instruction for the child.
7. Ensure the I-ELP describes how the school will communicate with the student’s parents in their native language.
8. Determine and record the date of placement into the ESL program on ACCESS for ELLs® Demographics page so that “Length of time in LEP/ELs Program” is established.

9. Please note that the distinction between “date first enrolled” (which is the date of registration) and date to establish “length of time in LEP/EL Program” (which is the date student is first determined to be EL) are two different dates.

**English Learner Committee**

The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists). Although there is nothing to prohibit members from the Problem Solving Team (PST) participating on EL Committees, these committees serve different purposes.

**Roles of Problem Solving Team (PST) and ELs Committees**

The problem solving team process plays a central role in implementation of Response to Instruction (RtI). The purpose of RtI is to combine core instruction, assessment and interventions within a multi-tiered system in order to increase student achievement and to reduce behavior problems. The role of the PST is to help guide general education intervention services for all students who are at risk of failure academically or behaviorally. (At-Risk definition: core grades below C, stanines 1, 2, 3, or 4 on standardized tests, chronic behavior referrals, etc.) Although it is a required step before special education testing, it is not used only for pre-special education testing purposes. English Learners may be referred to the PST only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the PST if language is the barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.

1. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided ELs staff member(s) are part of the team. **Once language has been eliminated as the barrier** to achievement, ELs students must be served in the same way as all other students.

2. The EL and PST committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the EL Committee include content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, and ESL staff.
Parent Notification

According to NCLB Title III requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification.
2. The child’s level of English proficiency.
   a. How such level was assessed.
   b. The status of the child’s academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
   ➢ The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
   ➢ The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
   ➢ The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

**Parent Checklist available in the Appendix.**

Separate Notification Regarding Accountability for Annual Measurable Achievement Objectives (AMAOs)

In addition to providing the above information, each LEA or school that is using Title I and/or Title III funds to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives (AMAOs) for any school year, shall separately inform a parent or the parents of a child identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the LEA must notify parents of the failing school’s language instruction educational program within two weeks of the child being placed in such a program. Parent notifications must be communicated in a language and/or manner that the parents can understand.
Acceptable parent notification forms are available in 22 languages online at TransACT. These parent notification forms, along with general education and NCLB compliance forms can be downloaded at www.transact.com.

THE WIDA MODEL

WIDA has developed a new series of English Language Proficiency assessments known as the WIDA Measure of Developing English Language (MODEL) for K-12. Many teachers and other educational experts offered input in the assessment. Additionally, all test items are aligned to the WIDA English Language Proficiency Standards. Each test assesses students' abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluates Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The tests are part of a complete system of products and services for English language learners, including curricular and instructional guidance through the WIDA ELP Standards and other related products such as the CAN DO Descriptors, as well as support through professional development and research activities.

The WIDA MODEL assessments can be used as identification and placement tests for students new to a school district. They could also be used as benchmark assessments during the school year or as annual summative evaluations of progress for reporting purposes. Note that using the WIDA MODEL is optional and is not free but can be used in lieu of W-APT at the district’s expense.

State Codes for English Learners and Data Collection

Upon identification and placement, students should be given a code in the InformationNOW (INow) Program. The table below contains codes used by State Student Assessment and INFORMATIONNOW (INOW) along with a definition of codes. For state assessment and accountability purposes, the SDE uses one coding system for ELs. Similar codes are also used by the SDE for data collection from INFORMATIONNOW (INOW). See Table 1 for a list of comparison of codes.

<table>
<thead>
<tr>
<th>Codes for State Assessments</th>
<th>INow Codes</th>
<th>Definitions of Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-ELs</td>
<td>0</td>
<td>Students whose home language surveys do not indicate a language other than English spoken in the home. These are not students classified as NOMPHLOTE</td>
</tr>
<tr>
<td>LEP Year 1</td>
<td>1</td>
<td>Limited-English Proficient students who are in their first year in a U.S. school.</td>
</tr>
<tr>
<td>LEP Year 2 or more</td>
<td>2</td>
<td>Limited-English Proficient students who are in their second year or more in a U.S. school.</td>
</tr>
<tr>
<td>FLEP Monitoring Year 1</td>
<td>3</td>
<td>Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs® English Language Proficiency test.</td>
</tr>
<tr>
<td>FLEP Monitoring Year 2</td>
<td>4</td>
<td>Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs®.</td>
</tr>
<tr>
<td>FLEP</td>
<td>5</td>
<td>Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.</td>
</tr>
<tr>
<td>LEP Waived Services</td>
<td>6</td>
<td>Students who are LEP yet parents have refused supplemental Title III services.</td>
</tr>
<tr>
<td>NOM PHLOTE</td>
<td>7</td>
<td>National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.</td>
</tr>
</tbody>
</table>
English Learners whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELLs® English language proficiency test until they are proficient in English with a composite score of 4.8 or above. Students are coded on the ACCESS for ELLs® test as having waived services.

**General Education Placement**

The goal for students who are ELs is that they attain fluency in English, master the state’s academic content standards as demonstrated by proficiency on the state’s required student assessments, and pass all sections of the *Alabama High School Graduation Exam* (AHSGE). Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translations should be sought so that credits can be awarded.

**Advanced Placement (AP) Courses**

English Learners are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams. Please note that ELs enrolled in AP courses should receive classroom accommodations so that they have access to content. It is important that this information is shared with parents and students.

**Foreign Exchange Students**

There are no special exceptions for Foreign Exchange or F-1 Visa students who are limited-English proficient for the purposes of English Language Proficiency assessments as long as they attend a school in the United States. Foreign Exchange or F-1 Visa students who are limited-English proficient must receive ESL services, and if applicable, Title III Supplementary Services. Any student identified as a Foreign Exchange Student who is not working toward a diploma is not required to take the AHSGE (for clarification, contact Student Assessment). Foreign exchange students are included in the State’s immigrant count for Title III funding purposes:

- If the foreign exchange student is also an LEP student, s/he would be included in an LEA’s count of LEP students for the Title III formula subgrant.

- If the foreign exchange student meets the definition of being an “immigrant” student under section 3301(6) of Title III, s/he would also be included in an LEA’s count of immigrant and children and youth.
Also note that under the Elementary & Secondary Education Act (ESEA), an exchange student would not be exempt from any Title I required assessment, specifically, in this case, the ELP assessment.

B. COMPREHENSIVE ENGLISH LEARNER PLAN

Components of the Comprehensive English Learner Plan

Each LEA in Alabama must develop and implement a Comprehensive EL Plan, in accordance with Section 3116 of Title III of the No Child Left Behind Act of 2001, for serving students who are limited-English proficient and immigrant students, where one or more students are determined to need support.

The Comprehensive EL Plan should address each aspect of the LEA’s program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive ELs Plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan. The LEA is required to have a Comprehensive EL's Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility (EL Plan Template can be found in the eGAP Document Library). The Office for Civil Rights (OCR) Memorandum 1991 provides guidance to measure the adequacy of the program (See Appendix, OCR Memorandum 1991).

At a minimum, the local plan must:

1. Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core academic program. Many factors affect the types of education programs that school systems may offer, including the number of students and the variety of languages they speak. Consequently, the SDE allows school systems broad discretion concerning how to ensure equal educational opportunity for limited-English proficient students. The SDE does not prescribe a specific intervention strategy or type of program that an LEA must adopt to serve ELs. The law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state’s academic content and student academic achievement standards expected for all students.

2. Describe how the LEA will hold schools accountable for meeting proficiency and annual measurable achievement objectives.

3. Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of limited-English proficient students and for participating in the state-administered testing program.

4. Describe how the LEA will promote parental notification and parental and community participation in programs for limited-English proficient students.
5. Describe how language instruction educational programs will ensure that limited-English proficient students develop English proficiency.
6. Describe how the LEA will collect and submit data in accordance with SDE requirements.
7. Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan.
8. Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are fluent in English, including having written and oral communication skills.
9. Assure that all individuals used as translators or interpreters are fluent in the language they are translating.
10. Include the LEA’s educational theory and goals for its program of services.
11. Include the LEA’s methods for identifying and assessing the students to be included in the English language instruction educational program.
12. Include the LEA’s procedures for implementing the ELs Committee.
13. Include the specific components of the LEA’s program of English language acquisition and academic services for limited-English proficient students.
14. Include the specific staffing and other resources to be provided to limited-English proficient students under the LEA’s English language instruction educational program.
15. Include the LEA’s method and procedures for exiting students from the English language instruction educational program and for monitoring their progress for a period of at least two years, and at a minimum, follow SDE exiting requirements for ELs.
16. Include the LEA’s method for evaluating the effectiveness of its program for limited-English proficient students (see Appendix, ESL Program Evaluation Sample).
17. Include LEA’s method of identification and referral of ELs to Special Education. Note that the Individual English Language Plan (see Appendix, I-ELP sample) must describe how the school will communicate with the child/parent in their native language.

(See Appendix, Local Education Agency Requirement Checklist for Serving English Learners)

Local Education Agency English Learner Advisory Committee
Each LEA shall establish an EL Advisory Committee for the purpose of program needs, assessment, evaluation, and for developing the Comprehensive ELs Plan. This committee must include central office administrators, assessment specialists, school administrators, school counselors, and ESL staff. The committee should also include parents and community representatives who work with these students and their families in other settings. By working with a group that includes these stakeholders, the LEA can receive valuable input from those whose support and efforts may be important to the success of the English language instruction educational program.

The LEA EL Advisory Committee shall make recommendations to the LEA regarding its ESL program. Some examples of committee responsibilities would be to make recommendations regarding:

- The English language development program.
High-quality professional development for staff.
Parental involvement programs to further student success.
Budgeting of state, local, and federal funds.
The English language program evaluation.

C. TITLE III CONSORTIA
In order to receive a Title III Grant as a single district, LEAs must have sufficient numbers of ELs to generate a minimum grant of $10,000. If an LEA is ineligible to receive Title III funds, they may form a consortium with other LEAs. To be a member of a consortium, the LEA must have less than the number of ELs required generating the minimum allocation of $10,000. Each consortium must select an LEA to be the lead or fiscal agent; this responsibility is often rotated among the members. The fiscal agent is responsible for initiating meetings among consortium members and applying for Title III funds through the SDE’s Electronic Grant Application Process (e-GAP). All districts receiving Title III funds must be included in the AMAO-A and AMAO-B determinations. Therefore, if an LEA within the consortium has less than the minimum N of 10 students, then the ACCESS scores of the LEA, as well as those of all other LEAs in that consortium, are aggregated to result in an AMAO determination for the consortia. For example, If LEA 1 has 5 students and LEA 2 has 60 students, then the consortium would have a total of 65 students whose ACCESS scores are included in the AMAO determination for the consortium as a whole. If, on the other hand, each LEA in the consortium meets or exceeds the minimum N count of 10 students, then each LEA in the consortia would be reported individually for AMAO determinations.

D. NON-PUBLIC SCHOOL PARTICIPATION AND TITLE III - LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

No Child Left Behind Act of 2001
NCLB 9501(a) PRIVATE SCHOOL PARTICIPATION – (1) IN GENERAL- Except as otherwise provided in this Act, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

NCLB 9501(b) APPLICABILITY-(1) IN GENERAL- This section applies to programs under —
(A) subparts 1 and 3 of part B of title I;
(B) part C of title I;
(C) part A of title II, to the extent provided in paragraph (3);
(D) part B of title II;
(E) part D of title II;
(F) part A of title III;
(G) part A of title IV; and
(H) part B of title IV.

NCLB 9501(c) CONSULTATION-(1) IN GENERAL- To ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

(A) how the children's needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be assessed and how the results of the assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
(F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

What are the Requirements?

- LEAs and non-public schools must engage in **timely and meaningful** consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.
- The responsibility for initiating contact with appropriate non-public school officials lies with the LEA.
- “Timely and meaningful consultation” must include, but is not limited to, issues such as:
  - How ELs will be identified.
  - How the needs of ELs will be identified.
  - How, when, where, and what services will be provided.
  - How the services will be assessed.
  - The amount of funds/services available.
- Title III services provided must be equitable and timely and address the educational needs of the identified students.
- Services provided to ELs and educational personnel in the non-public schools do not have to be the same as those services provided to public school students. The services must be equitable, comparable, and suitable to the needs of the identified students and teachers.
- Funds/services provided for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
The LEA is responsible for any administrative costs (including assessments) associated with the implementation of the services for Title III students in non-public school students.

Non-public schools must have a means of determining and documenting that a language other than English is spoken at home (comparable to the public school Home Language Survey).

Non-public schools must provide the LEA “notice” that the non-public school believes they have LEP students that should be screened to determine need and eligibility for services.

The LEA is responsible for screening students to determine “eligibility.” LEAs can use the W-APT, or other agreed upon “recognized” screener. Eligibility is defined as limited English language proficient. The final responsibility for determining whether a non-public school student is an EL and eligible for services under Title III lies with the LEA.

The LEA and non-public school’s meaningful consultation must determine a recognized assessment that will be used to measure progress. This may be ACCESS, IPT-Revised, Harcourt, etc. The assessment must be comparable to ACCESS. {NOTE: If ACCESS is used for assessment, students must be coded separately to indicate non-public status.}

If through consultation, LEAs and non-public schools determine that assessment will be something other than ACCESS, there must be a method for LEAs to report to the SDE the number of students tested, so that LEAs can draw funds for all ELs receiving services.

LEAs and non-public schools officials, through meaningful consultation, must determine what programs will be implemented to provide quality and effective instruction to the identified students. Programs must be designed to impact student progress and achievement.

The LEA must annually evaluate the program effectiveness of the services provided to non-public schools.

Reminders:

- Title III services provided must be secular, neutral, and non-ideological.
- Services provided must be supplemental in nature and cannot replace or supplant services that would, in the absence of Title III, be available to participating non-public school students.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- During timely and meaningful consultation, LEAs must inform the non-public school officials of the complaint process.
  - If non-public school officials believe that timely and meaningful consultation has not occurred, they should first discuss the matter with the LEA. Non-public school officials may also contact the SDE if they remain dissatisfied, through a formal written complaint.

Additional resources regarding NCLB and non-public school participation with Title III:

- Office of Non-Public Education (ONPE)–Private School Participation in Title III Programs
  - www.ed.gov/print/about/offices/list/oii/nonpublic/title3-factsheet.html
E. EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS

Title I, Part A, Basic Programs
School systems are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I, Part A, funds may be used to coordinate and supplement state and locally funded services, as well as provide other direct services to EL’s students who are failing or are at risk of failing to meet the state’s academic standards. Title I, Part A, funds may be used to pay the salaries of instructional staff to work with students who are experiencing academic difficulties, including limited-English proficient students. Title I staff should coordinate services with ESL and regular classroom teachers to provide the most appropriate instructional approach.

English Learners are eligible for programs and services provided by Title I, Part A, on the same basis that non-ELs are eligible. In schools operating Title I schoolwide programs, all children, including ELs, are intended to benefit from the program, and the needs of all students are to be taken into account in the program design. In Title I-targeted assistance schools, ELs are eligible and must be selected for services on the same basis as other children. The LEA is not required to demonstrate that the needs of ELs stem from educational deprivation or solely from their limited-English proficiency.

Title I, Part B, Subpart 3, Even Start Family Literacy
The Title I, Part B, Subpart 3, Even Start Family Literacy Program is a federal discretionary grant program reauthorized by the No Child Left Behind Act of 2001. The primary purpose of Even Start is to help break the inter-generational cycle of poverty and low literacy in the nation. Local education agencies in partnership with community-based entities are eligible to apply for subgrants to provide an Even Start Family Literacy Program. The availability of funds for programs is subject to a state’s Even Start allocation. Even Start programs are required to integrate early childhood education, adult literacy or adult basic education, and parenting education into unified family literacy services. Eligible participants are parents and their children, primarily birth through age seven, identified as families most in need of services. Needs-related indicators include, but are not limited to, a low level of income, a low level of adult literacy, and limited-English proficiency of parents. Young students and their parents who are identified as limited-English proficient may be eligible for participation in an Even Start program.
Title I, Part C, Migrant Education Program
A student may be eligible for services under Title I, Part C, the Migrant Education Program (MEP), if he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken processing. Migrant funds may be used to support and supplement ESL services, as well as provide direct services to migrant students who are also ELs. Migrant education services do not replace the need or requirement for an English language instruction educational program, and Title I, Part C, may not be the only source of funds used to provide the English language instruction educational programs and/or services.

The MEP is supplemental to the basic, regular education program and addresses needs that may be attributed to the migratory status of the student’s family. All migrant students are not language-minority, nor are all language-minority students migrant.

Education of Homeless Children and Youth
Title VII–B of the McKinney-Vento Homeless Act of 2001, promotes access to public schools for homeless children and youth. Local education agencies must ensure that barriers to enrollment for homeless students are eliminated. Barriers may include requirements for residency, guardianship, school records, immunization records, and transportation, among others.

A student who is limited-English proficient and also meets the federal definition of “homeless” is eligible to receive services provided through the Title VII–B of the McKinney Vento Homeless Education Act of 2001 as are other children who meet that definition.

Other Programs, Services, and Facilities
Language-minority students must have access to instructional programs and related services for special populations in a school system. Such programs include, but are not limited to, pre-school programs, career/technical programs, special education programs, gifted and talented programs, and extracurricular activities. All student support programs and services and extracurricular activities must be available to language-minority students or ELs on the same basis that they are available to other students in a school or school system. Similarly, each LEA must ensure that ELs have access to comparable instructional materials, facilities, and other resources as other students.

Circumstances and situations regarding participation of ELs in programs and services, whether in school or in an extracurricular setting, that are not clearly addressed in this document may be referred to the applicable program office within the SDE.

English Learners with Disabilities and Special Education Services
The education of ELs with disabilities raises several concerns about the legal requirements of LEAs. Among the concerns are identification, eligibility, and service provision for ELs suspected of
having a disability. Special education programs and services must be provided in accordance with the *Individuals with Disabilities Education Act of 2004* (P.L. 108-446). All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individual Education Plan (IEP).

The Comprehensive EL Plan must describe how the LEA will secure the services of someone to administer a test or other evaluation and how the person will communicate with the child/parent in the native language. The education of ELs with disabilities must be addressed in the LEA’s Comprehensive EL Plan.

All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note that ELs must be provided English language acquisition services that are an integral part of their IEP.

Uncertainty often exists regarding the referral of ELs for Special Education Services (SES). ELs are eligible to receive SES on the same basis as all other students. Care should be exercised or used to ensure that limited-English proficiency is not the basis of a referral. (See Appendix, Information on preventing inappropriate placements of ELs in Special Education)

In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.

A child may not be determined to be eligible for special education if the determinant factor is the child’s lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the *Alabama Administrative Code*. The IEP team shall consider the language needs of the student as those needs relate to the student’s IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English. These accommodations must include a translator for oral communication, and written communication must be in the parent’s native language.
Gifted and Talented Education

The Alabama SDE and the U. S. Department of Education, Office for Civil Rights (OCR) signed a Title VI Resolution Agreement focusing on underrepresented populations in gifted programs in Alabama. In the agreement, the SDE committed to a variety of actions related to screening/referral criteria and procedures, evaluation processes and eligibility criteria, program oversight, and technical assistance.

F. TRANSACT® COMPLIANCE AND COMMUNICATION CENTER™

The Alabama SDE sponsors statewide, unlimited district access to the TransACT Compliance & Communication Center. This service is being provided by the state for LEAs at no cost to the LEA.

TransACT is an on-line service that enables educators to comply with the parental communication requirements mandated by the NCLB as well as federal and state requirements to effectively communicate legal and policy matters to parents in languages they can understand.

School systems and schools will have access to the following services from TransACT®:

- **NCLB Parent Notifications** – A collection of more than 44 documents fully supporting the parent communication mandates (Title I, III, IV, X and FERPA) of NCLB available in English, Spanish, Arabic, Hmong, Russian, and Vietnamese.
- **General Education Parent Notifications** – A collection of 60-plus general education letters and forms covering Health and Medical, School Administration, National School Lunch Program, and Special Services. These resources are available in 20-plus priority languages and include all relevant Office for Civil Rights (OCR) guidance information.
- **Alabama Resources** – A collection of Alabama specific documents from the SDE and local districts.
- **Management System** – The site includes a powerful management system that organizes content, manages users, and keeps districts and schools on track to provide timely and consistent communications to staff and parents.
PART II: ENGLISH INSTRUCTION EDUCATIONAL PROGRAMS

A. ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM ADMINISTRATION

Comprehensive Needs Assessment
The SDE does not prescribe the type of ESL program model for LEAs to implement. Decisions concerning the instructional program model must be made by each LEA.

Not all program models are suitable for an LEA’s particular situation; therefore, the SDE encourages LEAs to select a program after conducting a comprehensive needs assessment. When conducting a needs assessment, LEAs should collect and analyze data from various sources that will help inform program selection. A comprehensive needs assessment allows LEAs to set data-driven goals and strategies for meeting those goals.

Castañeda v. Pickard
The court case Castañeda v. Pickard established a three-pronged test for evaluating programs that serve ELs. The SDE has developed a model to provide LEAs with technical assistance to comply with this law (see Figure 1 below).

Figure 1: Three Principles for Serving EL Students based on Castaneda v. Pickard
Program Selection

Once a needs assessment has been conducted, LEAs are well-positioned to select an appropriate program model. The program that an LEA selects should be of sound educational theory recognized by experts in the field.

The ESL program must ensure that students gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the LEA must provide additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet.

Depending on the needs of ELs and current available resources, these programs may be implemented in various ways to best meet the needs of students and the LEA. Whatever program model is selected, instruction in English language instructional programs must be provided by qualified and appropriately trained teachers. Students must receive core ESL instruction from certified teachers versus paraprofessionals. The Alabama Administrative Code stipulates that language of instruction in Alabama schools is English. USDOE staff has informed SDE staff that teaching in English and testing in another language results in an assessment that is not “aligned”. Alabama has concluded that it is not “practicable” to consider assessing students in a language other than English.

English as a Second Language Program and Service Delivery Models

English as a Second Language programs (versus bilingual programs) are likely to be used in school systems where the EL population is diverse and represents many different languages or where there are no teachers certified in bilingual education. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.

A. Sheltered Instruction: An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

B. Structured Immersion: Use only English, but there is no explicit ESL instruction. As in sheltered English and content-based programs, English is taught through the content areas. Structured immersion teachers have strong receptive skills in their students’ first language.

C. ESL push-in is in contrast with ESL pull-out instruction. The ESL teacher goes into the regular classrooms to work with ELs. Communication and collaboration between ESL teachers and content-area teachers are essential for this model to be successful.

D. ESL pull-out is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some systems employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.
E. **Newcomer Program** addresses the specific needs of recent immigrant students, most often at the middle and high school levels, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate the student to the school system of the United States. Some newcomer programs also include an orientation to the student's new community. English Learners in newcomer programs must be assessed regularly to monitor their language progress. Students typically remain in newcomer programs for less than one year.

F. **ESL class period** is generally used in secondary school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

G. **The ESL resource center** is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

H. **Sheltered English or content-based programs** group language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

I. **Bilingual Program Models:** All bilingual program models use the students' home language in addition to English for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the students' home language.

J. **Early-exit bilingual programs** are designed to help children acquire the English skills required to succeed in an English-only mainstream classroom. These programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade. The choice of an early-exit model may reflect community or parental preference or it may be the only bilingual program option available in districts with a limited number of bilingual teachers.

K. **Late-exit programs** differ from early-exit programs "primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each program" (Ramirez, Yuen, & Ramey, 1991). Students remain in late-exit programs throughout elementary school and continue to receive 40 percent or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient.

L. **Two-way bilingual programs,** also called developmental bilingual programs, group language minority students from a single language background in the same classroom with language majority (English-speaking) students. Ideally, there is a nearly 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use
Native English speakers and speakers of another language have the opportunity to acquire proficiency in a second language while continuing to develop their native language skills. Students serve as native-speaker role models for their peers. Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Core Program

Districts must provide the core language acquisition program with state and/or local funds. The core program (cake) must be defined by each district. Other federal funds (icing) will supplement the core program and Title III funds (decoration) will supplement after both have been implemented.

**State/District Funds**

**Federal Funds**

**Title III Funds**

**English as a Second Language Program Implementation**

After the LEA conducts a needs assessment and selects an appropriate ESL program, the next step is program implementation. The LEAs are encouraged to convene a committee to develop an action plan that will indicate how and when goals and strategies will be met, the personnel responsible for each action step, and the funding required to implement the program.

**English as a Second Language Program Evaluation**

After the first year of program implementation, the LEA must conduct a program evaluation to determine the effectiveness of the program. Evaluating the ESL program involves collection and analysis of data to determine whether or not the goals set forth during the comprehensive needs assessment was met. The data analysis should be summarized to illustrate the status of the ESL program and should include the LEA’s future goals and plans to improve the program the following school year.

To conduct a comprehensive evaluation, LEAs are encouraged to complete a self-assessment to determine program compliance. For more information on program evaluation and compliance, go online to [http://www.alliance.brown.edu/db/ea_catalog.php](http://www.alliance.brown.edu/db/ea_catalog.php) to access the downloadable document.
Claiming Opportunities: A Handbook for Improving Education for English Language Learners through Comprehensive School Reform.

**B. ENGLISH AS A SECOND LANGUAGE CURRICULUM AND INSTRUCTION**

**WIDA Consortium**


The WIDA Consortium developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®). More information about the WIDA Consortium may be found at www.wida.us.

By joining the WIDA consortium, Alabama adopted the WIDA English Language Proficiency (ELP) Standards that are designed to assess the progress of children in attaining English proficiency, including a child’s level of comprehension in the four recognized domains of speaking, listening, reading, and writing. The WIDA English Language Proficiency Standards are based on the academic language content of PreK-12 students.

**ACCESS for ELLs®**

ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.

ACCESS for ELLs is administered, annually, to all English language learners in Alabama. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs meets the No Child Left Behind Act of 2001 mandate, requiring states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

All students identified as ELLs must take the ACCESS for ELLs, including students whose parents have waived Language Instruction Educational Program; however, students who have formally
exited language assistance services and are in monitored status are not administered the assessment.

Alabama Courses of Study and World-Class Instructional Design and Assessment English Language Proficiency (WIDA ELP) Standards

ELs are a diverse group of students whose personal, cultural, and educational backgrounds differ significantly, and thus require instruction that meets their particular needs. Like all students in Alabama, ELs must be provided with access to the Alabama courses of study and district curriculum but requires different instructional pathways to master those standards.

ELs require instruction that makes content comprehensible, which accelerates acquisition of academic language proficiency and literacy. Appropriate instructional support to increase academic English and achievement should include an adequate amount of pre-activities and modeling, access to reading material in their native language for classroom and homework assignments, availability of bilingual books (both fiction and non-fiction), meaningful hands-on activities that contextualize abstract concepts, and use of their native language in writing and speaking activities (even if the teacher does not know this language). “Any modification of instruction that depends on supports to bolster the students’ access to meaning” (Gottlieb, 2006) is considered a classroom accommodation. As the ELs attain fluency in English, fewer variations or accommodations in classroom activities will be necessary.

English Learners must simultaneously learn English and content. The WIDA ELP Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. Educators must go beyond teaching ELs survival English by developing their academic English through the context of all content areas.

Students who are acquiring a new language undergo five stages of language development: Entering, Beginning, Developing, Transitioning, and Bridging until they attain English proficiency. (See Table 2 for the WIDA Consortium’s description of the Performance Definitions.)

By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition.
Table 2 WIDA CONSORTIUM PERFORMANCE DEFINITIONS

<table>
<thead>
<tr>
<th>WIDA LANGUAGE PROFICIENCY LEVELS AND PERFORMANCE DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the given level of English language proficiency, English language learners will process, understand, produce, or use:</td>
</tr>
</tbody>
</table>

5- Bridging
- The technical language of the content areas.
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports.
  - Oral or written language approaching comparability to that of English proficient peers when presented with grade level material.

4- Expanding
- Specific and some technical language of the content areas.
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs.
  - Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.

3- Developing
- General and some specific language of the content areas.
- Expanded sentences in oral interaction or written paragraphs.
  - Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

2- Beginning
- General language related to the content areas.
- Phrases or short sentences.
  - Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support.

1- Entering
- Pictorial or graphic representation of the language of the content areas.
- Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support.

C. GRADING AND RETENTION GUIDELINES FOR ENGLISH LEARNERS

Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL, the following points should be addressed by the EL Committee.

- What is the student’s level of English language proficiency?
- Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
  - Teacher lesson delivery?
  - Activities and assignments?
  - Homework?
  - Formal and informal assessments (e.g., quizzes and tests)?
- How much individual English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
Has the student’s classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?

Do the reports cards indicate that students were graded according to their I-ELPs?

### C. ENGLISH AS A SECOND LANGUAGE ACQUISITION EVALUATION

**Program Evaluation**

Source: [1991 OCR policy memorandum](#)

Federal law does not prescribe a particular program model or evaluation approach, the approach to, and design of, an effective EL program evaluation will vary from district to district. The evaluation components set forth are provided for districts to consider in developing their own approach.

**OCR Policy**

Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program.
Program Evaluation

Collect information on the following areas:

- Implementation of the EL program
- Effectiveness of the EL program in meeting its goals for students
  - English language development
  - Ability to participate meaningfully in the educational program
- Appropriate input from knowledgeable persons and other stakeholders

Review information and compare to goals for the EL program

The review shows that the EL program is successful and EL program goals are being met

The review shows program deficiencies with respect to meeting established program goals

Design EL program modifications and improvements that address the program concerns identified during the review of the information

No EL program modifications are required

Implement EL program modifications and improvements

The district conducts periodic evaluations of the effectiveness of its EL program

D. ENGLISH AS A SECOND LANGUAGE TEACHER CERTIFICATION

State Requirements for Teaching English as a Second Language

Teaching English to non-native speakers requires knowledge and skill that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation courses may be inadequate in providing methodology and theory that address English language development within core subject areas.
To keep pace with the growing EL population, more ESL certified teachers and content area teachers with ESL endorsements or dual certification are in demand throughout Alabama. The information provided below illustrates current state minimum requirements for teaching ESL; however, LEAs may apply more rigorous ESL teacher certification requirements as part of their school board policy.

- ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1, 2007, with PRAXIS II,

- ESL P-6 Teachers can have:
  a. ESL Certification
  b. Foreign Language Certification
  c. Regular Elementary Certification

- Secondary ESL Teachers can have:
  a. ESL Certification
  b. Foreign Language Certification
  c. Regular Elementary Certification
  d. English/Language Arts Certification

- Highly Qualified teacher regulations under The No Child Left Behind Act of 2001 do not apply to ESL teachers who teach language development to ELs.

- ESL teachers shall not teach any core subject area classes without falling under NCLB Highly Qualified Regulations.

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAs must provide appropriate professional development for teachers who have not received formal ESL certification. (See Appendix, OCR Memorandum 1991, Staffing Requirements)

Alabama Colleges and Universities That Offer English as a Second Language Degree and Certification Programs

**THE UNIVERSITY OF ALABAMA**
**SLAT Program Contact:**
Miguel Mantero, Ph.D
The University of Alabama
College of Education
Box 870232
Tuscaloosa, Alabama 35478
E-mail: mmantero@bamaed.ua.edu,
Campus: 205.348.1402
Web site: http://education.ua.edu/secondary/esl/index.html

**UNIVERSITY OF ALABAMA AT BIRMINGHAM**
**UAB ESL Teacher Certification Program**
**Contact:**
Dr. Susan Spezzini
Assistant Professor in EL Education
120 Education Building
spezzini@uab.edu
Telephone: 205-934-8357
Fax: 205-996-2243
Web site: www.ed.uab.edu/esl
E. CLASS SIZE

Caseloads for itinerant teachers vary and must be based on student needs. For example, two schools may have the same number of ELs, but may require different level of language support. Points to consider in the placement and number of itinerant ESL teachers are:

- The number of schools that have ELs who require services.
- The number of ELs enrolled in each school/classroom.
- The students’ English proficiency and literacy level (in native language L1 and second language L2).
- The amount of planning and collaboration time necessary for the ESL and classroom teachers.
PART III: STUDENT ASSESSMENT AND ACCOUNTABILITY

A. PARTICIPATION IN STATEWIDE ASSESSMENT PROGRAM

All ELs must participate in the statewide assessment program for accountability purposes. ELs, during their first 12 months of enrollment in U.S. schools, will not be required to participate in the reading subtest of the Alabama Reading and Mathematics Test Plus (ARMT+), the reading subtest of the Alabama High School Graduation Exam (AHSGE), or the Alabama Alternative Assessment. However, if these students participate, their scores will not be included in accountability determinations for reading. An academic year cannot exceed 12 months or allow more than one exemption from the state reading assessment regardless of the date of enrollment.

For purposes of participation in the assessment program, ELs, during their first 12 months of enrollment in U.S. schools, will use the English language proficiency assessment if they do not participate in the reading subtests described above. This English Language Proficiency assessment, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), is administered each spring. Students in their first academic year of enrollment in U.S. schools and who take ACCESS will be counted as participants toward meeting the Adequate Yearly Progress (AYP) 95 percent participation requirement of reading.

English Learners, during their first 12 months of enrollment in U.S. schools, must take the appropriate mathematics portion of the ARMT+, the AHSGE, or the Alabama Alternate Assessment with accommodations as necessary, but their scores will not be included in accountability determinations. These students will be counted as participants toward meeting the 95 percent participation requirement for AYP purposes.

All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS for ELLs® state English proficiency test.

Accommodations for English Language Learners on Statewide Assessments

Decisions regarding appropriate accommodations for EL students must be made on an individual basis by the EL Committee. For an approved accommodations checklist, refer to the EL Participation Documentation form which can be found in Alabama Student Assessment Program Policies and Procedures for Students of Special Populations. The EL Committee should consider the content and nature of each specific assessment and the level of the student’s language proficiency when making decisions about appropriate accommodations for assessments and the students’ instructional program.

B. ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) (Title III, Section 3122)

What do AMAOs mean in terms of accountability regarding English Learners (ELs)?

- **AMAO-A**: Making annual increases in the percent of children making progress in learning English (APLA)
- **AMAO-B**: Making annual increases in the percent of children attaining English proficiency (EP) each school year
- **AMAO-C**: Making Adequate Yearly Progress (AYP) as defined by the State (1111(b)(2)(B)
How are AMAOs for ELs determined?

They must:
- Proficiency level of the EL.
- Targets for annual increases in English proficiency and attainment of English using a baseline.
- Consistent methods and measurements to indicate progress in English proficiency and attainment of English Proficiency (in Alabama, WIDA ACCESS for ELLs®).

Establishing Title III Annual Measurable Achievement Objectives (AMAOs)

Title I and Title III of NCLB require the assessment of all ELs’ English language proficiency (ELP) and the establishment of Annual Measurable Achievement Objectives (AMAOs). An analysis of ACCESS for ELLs® student assessment data was written to provide guidance and support to states in the establishment and refinement of AMAOs (see Issues in the Development of Annual Measurable Achievement Objectives for WIDA Consortium States by H. Gary Cook, 2007). Revisions to Alabama’s AMAOs made in response to the Title III Notice of Final Interpretation (October 17, 2008) were approved January 2011.

What are AMAOs?

Annual Measurable Achievement Objectives (AMAOs) are the accountability measure for Title III programs. AMAOs are calculated at the district level. There are three AMAO categories. A district must meet AMAOs A, B and C to “meet” their AMAOs for any given school year. An explanation of how each AMAO is determined is below:

**AMAO A**

AMAO A is the progress EL students make in learning English. In AL, this is calculated by comparing the Overall Proficiency Level (PL) of the two most current ACCESS test scores. It is not required that the two student data points be consecutive years. This means all students are included in AMAO-A even if a student leaves the state or the country and returns. AL has defined “growth” or “progress” as an increase of 0.5 PL from one data point to another data point. AMAO-A establishes growth targets for districts across a ten-year span (Table 1). Targets were established based on multiple years of statewide district data. The table shows the percentage of ELs within a district and respective schools that must make at least a 0.5 overall composite proficiency level (CPL) gain in order to make AMAO-A beginning in 2010. Each year the proportion of students in a district expected to make a 0.5 CPL gain increases. Table 1 illustrates the target percentage for all LEAs. Each LEA will calculate numbers based on the 2009 baseline data for the district. AMAO A is reported as the percentage of students in

---

### TABLE 3: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES HAVE THREE PARTS:

<table>
<thead>
<tr>
<th>TITLE III Annual Measurable Achievement Objectives (AMAOs)</th>
<th>How Progress is Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO A: Percent of ELs making Adequate Progress in Language Acquisition (APLA)</td>
<td>ACCESS for ELLs® State English Language Proficiency Test</td>
</tr>
<tr>
<td>AMAO B: Percent of ELs attaining English language proficiency</td>
<td>ACCESS for ELLs® State ELP Test</td>
</tr>
<tr>
<td>AMAO C: Meeting AYP requirements for the EL subgroup.</td>
<td>95% participation % Proficient in Reading and Math</td>
</tr>
</tbody>
</table>

---

_DRAFT_
a district who gain at least 0.5 PL in their Overall score. The same percentages are used for each of the schools in each of the districts to calculate AMAO-A results for the school.

AL AMAO-Targets (Table 1):

<table>
<thead>
<tr>
<th>0.5 CPL Gain</th>
<th>AMAO A Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td><strong>Targets</strong></td>
</tr>
<tr>
<td>2010</td>
<td>42%</td>
</tr>
<tr>
<td>2011</td>
<td>44%</td>
</tr>
<tr>
<td>2012</td>
<td>46%</td>
</tr>
<tr>
<td>2013</td>
<td>48%</td>
</tr>
<tr>
<td>2014</td>
<td>50%</td>
</tr>
<tr>
<td>2015</td>
<td>53%</td>
</tr>
<tr>
<td>2016</td>
<td>55%</td>
</tr>
<tr>
<td>2017</td>
<td>57%</td>
</tr>
<tr>
<td>2018</td>
<td>59%</td>
</tr>
<tr>
<td>2019</td>
<td>61%</td>
</tr>
</tbody>
</table>

In AL all students who are identified as LEP or EL and who are enrolled during the ACCESS for ELLs testing window are included. Kindergarten students would not have two consecutive scores to calculate growth (except in the case of retention). Newcomer students in their first year of school in the US cannot be included in AMAO A. Migrant students who are not living the AHSGE, or the Alabama Alternate Assessment in AL during the annual testing window cannot be included in AMAO A.

AL AMAO-A Example (Table 2):

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets</th>
<th>Number Making at Least .5 Overall CPL Gain to Meet Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-Baseline</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>42%</td>
<td>420</td>
</tr>
<tr>
<td>2011</td>
<td>44%</td>
<td>440</td>
</tr>
<tr>
<td>2012</td>
<td>46%</td>
<td>460</td>
</tr>
<tr>
<td>2013</td>
<td>48%</td>
<td>480</td>
</tr>
</tbody>
</table>

Table 2 depicts an example of a district with 1000 EL students and demonstrates the targets for AMAO-A based on those students making at least a .5 overall CPL gain according to 2009 baseline data.

AMAO B

AMAO B is the progress EL students make in attaining English Language Proficiency. The approved Exit Criteria for AL is based on the ACCESS test results; therefore AL uses ACCESS test data to calculate AMAO B. All students who are enrolled during the AHSGE or the Alabama Alternate Assessment testing window are included in the denominator. Only those students who have reached the exit criteria are included in the numerator.
Recently, AL has formally adopted a new definition for English proficient. The newly approved exit criteria are an overall proficiency level of 4.8. The starting point (i.e., year 2009-2010 for 4.8 exit criteria only), ending point (i.e., year 2019), and annual rate of increase were established similar to those seen for the AMAO A analysis. (The targets from year to year are established by using the lower and upper quarter of district performances as starting and ending targets.)

Alabama has defined ELP as a composite proficiency level of 4.8. The cohort for analysis includes all EL students. To make AMAO-B, each LEA is required to improve the percentage of students who have attained proficiency by the percentages illustrated in Table 3. Targets were established based on multiple years of statewide district data. Table 3 illustrates the target percentage for all LEAs. Each LEA will calculate numbers based on the 2009 baseline data for the district.

**AL AMAO-B Targets (Table 3):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>11%</td>
</tr>
<tr>
<td>2011</td>
<td>13%</td>
</tr>
<tr>
<td>2012</td>
<td>14%</td>
</tr>
<tr>
<td>2013</td>
<td>16%</td>
</tr>
<tr>
<td>2014</td>
<td>17%</td>
</tr>
<tr>
<td>2015</td>
<td>19%</td>
</tr>
<tr>
<td>2016</td>
<td>21%</td>
</tr>
<tr>
<td>2017</td>
<td>22%</td>
</tr>
<tr>
<td>2018</td>
<td>24%</td>
</tr>
<tr>
<td>2019</td>
<td>25%</td>
</tr>
</tbody>
</table>

**AL AMAO-B Example (Table 4):**

Table 4 depicts an LEA with 1000 EL students. Each LEA’s or school’s baseline is established with 2009 data.

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets</th>
<th>Students Attaining Proficiency (in District)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Baseline</td>
<td>1000 EL Students</td>
</tr>
<tr>
<td>2010</td>
<td>11%</td>
<td>110</td>
</tr>
<tr>
<td>2011</td>
<td>13%</td>
<td>130</td>
</tr>
<tr>
<td>2012</td>
<td>14%</td>
<td>140</td>
</tr>
<tr>
<td>2013</td>
<td>16%</td>
<td>160</td>
</tr>
<tr>
<td>2014</td>
<td>17%</td>
<td>170</td>
</tr>
<tr>
<td>2015</td>
<td>19%</td>
<td>190</td>
</tr>
<tr>
<td>2016</td>
<td>21%</td>
<td>210</td>
</tr>
<tr>
<td>2017</td>
<td>22%</td>
<td>220</td>
</tr>
</tbody>
</table>
AMAO C
AMAO C is the measurement of Adequate Yearly Progress for the LEP (EL) subgroup for each district in the areas of Reading and Math. This is calculated in the Title I AYP report and the district information is carried over to Title III for accountability purposes for AMAO C. The LEP subgroup must make AYP in both subject areas to meet AMAO C.

AMAO-C is the AYP status of the LEP subgroup in Reading and Mathematics in both achievement and participation for all three grade spans (3-5, 6-8, and 9-12).

Comments/Reminders about AMAOs
AMAO determinations include LEP 1, LEP 2, and LEP students that that have waived services.
N Size:
- Minimum N of 40 was used for all AMAO determinations for the 2009-2010 school year for all districts.
- For districts in a consortia or receiving Title I funds a minimum N of 10 will be used for AMAO-A and AMAO-B determinations beginning with the 2010-2011 school year. Districts receiving Title III funds do not have a minimum N. Districts receiving Title III funds are accountable for all of their EL students.
- For all districts a minimum N of 40 will continue to be used for AMAO-C.

AMAOs will apply to all LEAs accepting Title I or Title III funds.
AMAO Rollup:
- AMAOs will apply first at the school level and then be rolled up to the LEA level. However, the LEA is the District and held accountable for meeting the AMAOs under Title III. The N size applies to the LEA level and the school level.

Data Points for AMAO-A:
- It is not required that the two student data points be consecutive years. This means all students are included in AMAO-A even if a student leaves the state or the country and returns.

Consortium:
- All districts receiving Title III funds must be included in the AMAO-A and AMAO-B determinations. Therefore, if an LEA within the consortium has less than the minimum N of 10 students, then the ACCESS scores of the LEA, as well as those of all other LEAs in that consortium, are aggregated to result in an AMAO determination for the consortium. For example, if LEA 1 has 5 students and LEA 2 has 60 students, then the consortium would have a total of 65 students whose ACCESS scores are included in the AMAO determination for the consortium as a whole. If, on the other hand, each LEA in the consortium meets or exceeds the minimum N count of 10 students, then each LEA in the consortia would be reported individually for AMAO determinations.

Accountability (3122) (b)
See Rewards & Interventions Plan for the most current Accountability Plan approved by the state aligned to Federal guidelines.

Reporting to Districts:
- The Title III Section of the SDE will send letters to districts not meeting AMAOs
- A list of districts meeting and not meeting AMAOs will be posted on the SDE website
Improvement Plan:
If the State Educational Agency (SEA) determines, based on AMAOs,
- That an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the agency shall require the entity to develop an improvement plan that will ensure the entity meets such objectives.
- The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.

Technical Assistance:
During the development of the improvement plan and throughout its implementation, the SEA shall—
- Provide technical assistance to the eligible entity
- Provide technical assistance, if applicable, to schools served by such entity under subpart 1 that need assistance to enable the schools to meet the AMAOs.
- Develop, in consultation with the eligible entity, professional development strategies and activities, based on scientifically based research, that the agency will use to meet such objectives.
- Require each entity to utilize such strategies and activities.
- Develop, in consultation with the entity, a plan to incorporate strategies and methodologies, based on scientifically based research to improve the specific program or method of instruction provided to ELs.

Accountability:
If the SEA determines that an eligible entity has failed to meet AMAOs described for four consecutive years, the agency shall:
- Require such entity to modify the curriculum, program, and method of instruction.
- Make a determination whether the entity shall continue to receive funds related to the entity’s failure to meet such objectives.
- Require such entity to replace educational personnel relevant to the entity’s failure to meet such objectives.

AMAO Q & A

Q: My district has ELs that are very transient. Are we still accountable for the growth of the students who are not with us for a Full Academic Year?
A: Title III does not allow Full Academic Year to be applied.
Title I applies the Full Academic Year (FAY) provision, therefore students who are not enrolled in the district for the FAY are not calculated in AMAO C. However, the same student is included in AMAO A and B calculations because Title III does not have the FAY provision.

Q: My district has very few ELs, are we held accountable in the same way as large districts?
A: The state employs an N<10 values, where any population value N less than 10 will prohibit the reporting of students within an identified population. Any population value N of 10 or greater will allow the reporting of students.
An asterick will appear in the place of a number in a public report with a number less than 10 due to state procedures and FERPA. The N size of 10 for AMAO-A and AMAO-B applies to districts receiving
Title I or in a Title III consortium. Districts receiving Title III funds are responsible for all children regardless of their N size.

Q: My district has very few ELs, and we do not receive Title III funds. Do we still have AMAO calculations?
A: The state holds all districts accountable for their EL students for AMAOs if they receive Title I or III funds.

Alabama has one accountability system which means that if you receive Title I or Title III funds you are responsible for meeting AMAOs. The N size for AMAO A & B for districts receiving Title I but not Title III is 10 for the 2010-2011 testing cycle. Districts not meeting AMAOs are provided assistance whether they accept Title III funds or not. The Rewards and Interventions Plan will be applied to districts not meeting AMAOs.

Q: My district has students who were tested but who were not marked LEP/EL in InformationNow. Will those non-LEP student test records be used in the calculations?
A: The state calculates AMAOs from the students who were tested.

Alabama conducts a verification match back with AYP Online Correction Process to identify students.

Q: What if my district does not meet the AMAOs?
A: There are specific steps each year districts do not make AMAOs, similar to the Adequate Yearly Progress (AYP) improvement process. Districts must meet all three AMAOs in order to make AMAOs.

The Rewards and Interventions Plan provides the information for districts not making AMAOs and the requirements for each year they do not make AMAOs.

The LEA Improvement Plan (LIP) submission requirements are based on the following scenarios:

<table>
<thead>
<tr>
<th>AMAO A</th>
<th>District Data</th>
<th>AMAO B</th>
<th>District Data</th>
<th>AMAO C</th>
<th>District Data</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO for one or both</td>
<td>No for one or both</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No for one or both</td>
<td>Yes</td>
</tr>
<tr>
<td>Address EL student Proficiency Level growth and/or EL student program exit rates in the LIP.</td>
<td>Address EL student Proficiency Level growth and/or EL student program Exit rates and EL student Adequate Yearly Progress in the LIP.</td>
<td>Address EL student Adequate Yearly Progress in the LIP.</td>
<td>No LEA Improvement plan is required for Title III.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. ENGLISH AS SECOND LANGUAGE PROGRAM EXIT REQUIREMENTS**

ELs will be included in the LEP subgroup for the purpose of accountability until they score 4.8 (Composite Score) on ACCESS for ELLs® state English language proficiency test.

**D. MONITORING ELS WHO HAVE EXITED THE ESL PROGRAM**

Students who are exited from ESL services are placed on monitoring status for two academic years. During the monitoring time, the ESL teacher and the classroom teacher(s) communicate regularly, it is recommended...
that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ESL support. Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes (See Appendix, EL Identification, Placement, and Assessment Flowchart).

Each LEA must ensure that each school evaluates and documents the progress of each LEP student’s acquisition of English and their academic progress. Monitoring is necessary while students are in the English language instruction educational program as well as after they exit the program. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education. Data on current and former students should be maintained as part of a system that includes all students. This allows comparisons to be made between LEP, language-minority, and native English-speaking peers. Progress monitoring may include:

- Review of grades.
- Review of formal and informal student assessment results.
- Review of student work samples.
- Interviews with the student.
- Interviews with the student’s parent(s) or guardian(s).
PART IV: IMMIGRANT CHILDREN AND YOUTH

Reservation from Title III

The five percent of the state’s allocation that is reserved for applicants that have experienced a significant increase in the percentage or number of immigrant children and youth will be awarded as a second tier award after the percentage/amount for limited-English proficient students has been calculated. The two preceding year’s averages will be compared to the current year. The current immigrant number must be at least ten more than the average of the two preceding years of immigrant children. An eligible entity with an increase of 10 or more immigrant students is determined to have a significant increase. The amount equal to 5% of the state’s immigrant allocation will be allocated to districts deemed as having significant impact based on a per student basis using the number of students who are identified as immigrant within each district.

Use of Funds

Funds under this grant shall be used to supplement, not supplant, the cost of educational activities and opportunities for the immigrant population. An entity receiving funds under section 3114(d)(1) of Title III of the No Child Left Behind shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.

Grant Purpose

The purpose of this program is to assist local educational agencies (LEAs) that experience significant increases in their student population due to immigration. The grant will allow LEAs to enhance educational opportunities for immigrant children and youth. The term immigrant children and youth refers to individuals who:

(a) are aged 3 through 21.
(b) were not born in any state; and
(c) have not been attending one or more schools in any one or more states for more than three full academic years. May or may not be also an ELL student.

Definition of Significant Increase

A significant increase is a district that experiences growth in the number of immigrant students by 10 over the previous two years.

Allowable Use of Funds

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- Support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification and acquisition of curricular materials educational software, and technologies.
- The provision of basic instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies costs of transportation or such other costs as are directly attributable to such additional basic instruction services.
Grant Period
The duration is one academic year: October 1st to September 30th

Eligible Activities
- Provision of tutorial, mentoring, and academic or career counseling.
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program.
- Basic instructional resources for this population including classroom supplies, transportation and other costs.
- Provision of tutorial, mentoring, and academic or career counseling.
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program.
- Basic instructional resources for this population including classroom supplies, transportation and other costs.
- Programs of introduction to the educational system and civic education for students and parents.

Application Requirements
- Keep track of students (cannot exceed 3 years in the school district).
- Send detailed claims.
- Send mid and end of year report.
- No carryover funds.

Future funding
Subject to congressional action. Continuation grants, if any, will be announced on a year-by-year basis, provided that funds are available from the U.S. Department of Education and the applicant’s preceding year performance is satisfactory.
PART V: DATA COLLECTION FOR EL AND IMMIGRANT

Add paragraph…

STUDENT NAMES FOR ENROLLMENT:

HYPHENS ARE ON BIRTH CERTIFICATES: If hyphens are on birth certificates leave a space when entering but use both names as the last name in InformationNOW. For example: Weber-Smith would be Weber Smith.

LAST NAME: Use legal names exactly as it appears on birth certificate. First letter capitalized. No apostrophes. Include a space if hyphens appear on the birth certificate. For example: O'Toole would be OToole and Weber-Smith would be Weber Smith.

FIRST NAME: Use legal names from birth certificate only. First letter capitalized. No nicknames or American names. Most Koreans use two first names and do not have a middle name. If there are two first names, the first names should be capitalized and there should be a space between them (no hyphens or dashes).

MIDDLE NAME: Use legal names only, no nicknames or American names. First letter capitalized.
<table>
<thead>
<tr>
<th>Codes for State Assessments</th>
<th>STI Codes</th>
<th>Definitions of Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-ELs</td>
<td>0</td>
<td>Students whose home language surveys do not indicate a language other than English spoken in the home. These are not students classified as NOMPHLOTE</td>
</tr>
<tr>
<td>LEP Year 1</td>
<td>1</td>
<td>Limited-English Proficient students who are in their first year in a U.S. school.</td>
</tr>
<tr>
<td>LEP Year 2 or more</td>
<td>2</td>
<td>Limited-English Proficient students who are in their second year or more in a U.S. school.</td>
</tr>
<tr>
<td>FLEP Monitoring Year 1</td>
<td>3</td>
<td>Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs® English Language Proficiency test.</td>
</tr>
<tr>
<td>FLEP Monitoring Year 2</td>
<td>4</td>
<td>Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs®.</td>
</tr>
<tr>
<td>FLEP Waived Services</td>
<td>5</td>
<td>Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.</td>
</tr>
<tr>
<td>NOM PHLOTE</td>
<td>7</td>
<td>National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.</td>
</tr>
<tr>
<td>Code</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>001</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>005</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>006</td>
<td>Laotian</td>
<td></td>
</tr>
<tr>
<td>007</td>
<td>Cambodian</td>
<td></td>
</tr>
<tr>
<td>008</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>009</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>010</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>011</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>012</td>
<td>Tagalog</td>
<td></td>
</tr>
<tr>
<td>013</td>
<td>Other Language</td>
<td></td>
</tr>
<tr>
<td>014</td>
<td>Afgan</td>
<td></td>
</tr>
<tr>
<td>015</td>
<td>African</td>
<td></td>
</tr>
<tr>
<td>016</td>
<td>Afrikaans</td>
<td></td>
</tr>
<tr>
<td>017</td>
<td>Akateko</td>
<td></td>
</tr>
<tr>
<td>018</td>
<td>Albanian</td>
<td></td>
</tr>
<tr>
<td>019</td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>020</td>
<td>Amharic</td>
<td></td>
</tr>
<tr>
<td>021</td>
<td>Anyehth</td>
<td></td>
</tr>
<tr>
<td>022</td>
<td>Armenian</td>
<td></td>
</tr>
<tr>
<td>023</td>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>024</td>
<td>Asian (Spanish)</td>
<td></td>
</tr>
<tr>
<td>025</td>
<td>Badaga</td>
<td></td>
</tr>
<tr>
<td>026</td>
<td>Bandi</td>
<td></td>
</tr>
<tr>
<td>027</td>
<td>Bassa</td>
<td></td>
</tr>
<tr>
<td>028</td>
<td>Bemba</td>
<td></td>
</tr>
<tr>
<td>029</td>
<td>Bengali</td>
<td></td>
</tr>
<tr>
<td>030</td>
<td>Berber</td>
<td></td>
</tr>
<tr>
<td>031</td>
<td>Bosnian</td>
<td></td>
</tr>
<tr>
<td>032</td>
<td>Bulgarian</td>
<td></td>
</tr>
<tr>
<td>033</td>
<td>Burmese</td>
<td></td>
</tr>
<tr>
<td>034</td>
<td>Cantonese</td>
<td></td>
</tr>
<tr>
<td>035</td>
<td>Cebuano</td>
<td></td>
</tr>
<tr>
<td>036</td>
<td>Chichewa</td>
<td></td>
</tr>
<tr>
<td>037</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>038</td>
<td>Chu</td>
<td></td>
</tr>
<tr>
<td>039</td>
<td>Creole (French)</td>
<td></td>
</tr>
<tr>
<td>040</td>
<td>Czech</td>
<td></td>
</tr>
<tr>
<td>041</td>
<td>Danish</td>
<td></td>
</tr>
<tr>
<td>042</td>
<td>Dari</td>
<td></td>
</tr>
<tr>
<td>043</td>
<td>Dutch</td>
<td></td>
</tr>
<tr>
<td>044</td>
<td>Dzongkha</td>
<td></td>
</tr>
<tr>
<td>045</td>
<td>Ebo</td>
<td></td>
</tr>
<tr>
<td>046</td>
<td>Ewe</td>
<td></td>
</tr>
<tr>
<td>047</td>
<td>Farsi</td>
<td></td>
</tr>
<tr>
<td>048</td>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>049</td>
<td>Finnish</td>
<td></td>
</tr>
<tr>
<td>050</td>
<td>Fulani</td>
<td></td>
</tr>
<tr>
<td>051</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>052</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>053</td>
<td>Gujarati</td>
<td></td>
</tr>
<tr>
<td>054</td>
<td>Hebrew</td>
<td></td>
</tr>
<tr>
<td>055</td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>056</td>
<td>Hmong</td>
<td></td>
</tr>
<tr>
<td>057</td>
<td>Hokkien</td>
<td></td>
</tr>
<tr>
<td>058</td>
<td>Hungarian</td>
<td></td>
</tr>
<tr>
<td>059</td>
<td>Ibo</td>
<td></td>
</tr>
<tr>
<td>060</td>
<td>Icelandic</td>
<td></td>
</tr>
<tr>
<td>061</td>
<td>Ilocano</td>
<td></td>
</tr>
<tr>
<td>062</td>
<td>Indian</td>
<td></td>
</tr>
<tr>
<td>063</td>
<td>Indonesian</td>
<td></td>
</tr>
<tr>
<td>064</td>
<td>Iranian</td>
<td></td>
</tr>
<tr>
<td>065</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>066</td>
<td>Jamaican Creole</td>
<td></td>
</tr>
<tr>
<td>067</td>
<td>Kalenjin</td>
<td></td>
</tr>
<tr>
<td>068</td>
<td>Kanjobel</td>
<td></td>
</tr>
<tr>
<td>069</td>
<td>Kannada</td>
<td></td>
</tr>
<tr>
<td>070</td>
<td>Karachi</td>
<td></td>
</tr>
<tr>
<td>071</td>
<td>Khmer</td>
<td></td>
</tr>
<tr>
<td>072</td>
<td>Kikuya</td>
<td></td>
</tr>
<tr>
<td>073</td>
<td>Kirundi</td>
<td></td>
</tr>
<tr>
<td>074</td>
<td>Kiswahali</td>
<td></td>
</tr>
<tr>
<td>075</td>
<td>Konkani</td>
<td></td>
</tr>
<tr>
<td>076</td>
<td>Kuman</td>
<td></td>
</tr>
<tr>
<td>077</td>
<td>Kunama</td>
<td></td>
</tr>
<tr>
<td>078</td>
<td>Latvian</td>
<td></td>
</tr>
<tr>
<td>079</td>
<td>Liberian</td>
<td></td>
</tr>
<tr>
<td>080</td>
<td>Lingala</td>
<td></td>
</tr>
<tr>
<td>081</td>
<td>Lithuanian</td>
<td></td>
</tr>
<tr>
<td>082</td>
<td>Macedonian</td>
<td></td>
</tr>
<tr>
<td>083</td>
<td>Malayalam</td>
<td></td>
</tr>
<tr>
<td>084</td>
<td>Malaysian</td>
<td></td>
</tr>
<tr>
<td>085</td>
<td>Mam</td>
<td></td>
</tr>
<tr>
<td>086</td>
<td>Mandarin Chinese</td>
<td></td>
</tr>
<tr>
<td>087</td>
<td>Mandigo</td>
<td></td>
</tr>
<tr>
<td>088</td>
<td>Marathi</td>
<td></td>
</tr>
<tr>
<td>089</td>
<td>Marshakse</td>
<td></td>
</tr>
<tr>
<td>090</td>
<td>Marshallese</td>
<td></td>
</tr>
<tr>
<td>091</td>
<td>Maya</td>
<td></td>
</tr>
<tr>
<td>092</td>
<td>Mende</td>
<td></td>
</tr>
<tr>
<td>093</td>
<td>Mestico</td>
<td></td>
</tr>
<tr>
<td>094</td>
<td>Micronese</td>
<td></td>
</tr>
<tr>
<td>095</td>
<td>Mien</td>
<td></td>
</tr>
<tr>
<td>096</td>
<td>Mixtec</td>
<td></td>
</tr>
<tr>
<td>097</td>
<td>Nepali</td>
<td></td>
</tr>
<tr>
<td>098</td>
<td>Nigerian</td>
<td></td>
</tr>
<tr>
<td>099</td>
<td>Norwegian</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Pampango</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>Pashto</td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Pohnpei</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Pohnpeian</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>Punjabi</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>Quiche</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>Romanian</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>Shona</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>Sinhalese</td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>Slovakian</td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>Somali</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Sudanese</td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Swahili</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Swedish</td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>Taiwanese</td>
<td></td>
</tr>
<tr>
<td>115</td>
<td>Tamil</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>Tarasco</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>Telugu</td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>Thai</td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Tigrinay</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Togolese</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>Turkish</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>Turkmen</td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>Ukrainian</td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>Ukrainian</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td>126</td>
<td>Visayen</td>
<td></td>
</tr>
<tr>
<td>127</td>
<td>Wolof</td>
<td></td>
</tr>
<tr>
<td>128</td>
<td>Yoruba</td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>Yugaslavie</td>
<td></td>
</tr>
</tbody>
</table>
1. Coordinator: This information is very important to keep up-to-date we generate our EL distribution list from this listing for important information concerning Title III or State EL.

![Program Information: ELL Coordinator](image)

2. Professional Development Activities

<table>
<thead>
<tr>
<th>Training: System Level Professional Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide the information requested:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Training Table" /></td>
</tr>
<tr>
<td><strong>Title Of Training</strong></td>
</tr>
<tr>
<td>Training 1</td>
</tr>
<tr>
<td>Summer Training</td>
</tr>
<tr>
<td>Summer Training</td>
</tr>
<tr>
<td>Summer Training</td>
</tr>
</tbody>
</table>

Add an activity

*Edit/Save*
### 3. Participant Information

<table>
<thead>
<tr>
<th>Training: Participant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide the information requested:</td>
</tr>
<tr>
<td>Number of content classroom teachers that received professional development:</td>
</tr>
<tr>
<td>Number of LEP classroom teachers that received professional development:</td>
</tr>
<tr>
<td>Number of principals that received professional development:</td>
</tr>
<tr>
<td>Number of administrators (other than principals) that received professional development:</td>
</tr>
<tr>
<td>Number of other school personnel (non-administrative) that received professional development:</td>
</tr>
<tr>
<td>Number of community-based organization personnel that received professional development:</td>
</tr>
<tr>
<td>Total number that received professional development:</td>
</tr>
</tbody>
</table>

### 4. Home Language Survey

<table>
<thead>
<tr>
<th>Program Information: Home Language Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe the person responsible for ensuring that the Home Language Survey has been completed for each student enrolling for the first time.</td>
</tr>
<tr>
<td>Responsible Party:</td>
</tr>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>First name:</td>
</tr>
<tr>
<td>Middle name:</td>
</tr>
<tr>
<td>Last name:</td>
</tr>
<tr>
<td>Suffix:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State:</td>
</tr>
<tr>
<td>Alabama (AL):</td>
</tr>
<tr>
<td>ZIP:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>Phone/Fax:</td>
</tr>
<tr>
<td>Phone Number: (888) 555-1212</td>
</tr>
<tr>
<td>Fax Number:</td>
</tr>
</tbody>
</table>

54 | Page
5. **Enrolled by Grade**  This will be pre-populated from STI and can only be changed in STI. Please check STI and review prior to the 9th Month Collection in June.

```
<table>
<thead>
<tr>
<th>Grade</th>
<th>ELLs</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>147</td>
<td>440</td>
</tr>
<tr>
<td>First Grade</td>
<td>143</td>
<td>414</td>
</tr>
<tr>
<td>Second Grade</td>
<td>118</td>
<td>362</td>
</tr>
<tr>
<td>Third Grade</td>
<td>87</td>
<td>330</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>64</td>
<td>333</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>64</td>
<td>314</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>49</td>
<td>284</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>36</td>
<td>282</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>22</td>
<td>316</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>23</td>
<td>338</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>21</td>
<td>253</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>16</td>
<td>235</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>14</td>
<td>205</td>
</tr>
<tr>
<td>Total</td>
<td>808</td>
<td>4107</td>
</tr>
</tbody>
</table>
```

6. **Identification and Assessment:** The 4th question is referring to LEP 1 and 2 Students not FLEP’s.
7. Participation in Other Programs

<table>
<thead>
<tr>
<th>ELL Program Data: Participation in Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide the information requested for both your ELL students and All students.</td>
</tr>
<tr>
<td>Number referred for special education evaluation?</td>
</tr>
<tr>
<td>Number who qualify for special education?</td>
</tr>
<tr>
<td>Number enrolled in special education?</td>
</tr>
<tr>
<td>Number currently enrolled in gifted programs?</td>
</tr>
<tr>
<td>Number currently enrolled in career vocational education programs (high school) programs?</td>
</tr>
<tr>
<td>Number participating in extracurricular activities (sports, clubs)?</td>
</tr>
<tr>
<td>Number receiving honors/awards?</td>
</tr>
<tr>
<td>Number being served with Title I (Schoolwide)?</td>
</tr>
<tr>
<td>Number being served with Title I (Targeted Assistance)?</td>
</tr>
</tbody>
</table>

8. Language Instruction

<table>
<thead>
<tr>
<th>ELL Program Data: Language Instruction Education Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate types of language instruction educational programs implemented by your district. Select all that apply.</td>
</tr>
<tr>
<td>☑️ Sheltered Instruction</td>
</tr>
<tr>
<td>☑️ Structured English Immersion</td>
</tr>
<tr>
<td>☑️ Newcomer Program</td>
</tr>
<tr>
<td>☑️ Content-Based ESL</td>
</tr>
<tr>
<td>☑️ Pull-Out ESL</td>
</tr>
<tr>
<td>☑️ Push-In</td>
</tr>
<tr>
<td>☑️ Custom Item 1</td>
</tr>
<tr>
<td>☑️ Custom Item 2</td>
</tr>
<tr>
<td>☑️ Custom Item 3</td>
</tr>
</tbody>
</table>

Add another item to list
9. Languages: This will be pre-populated from STI and can only be changed in STI. Please check STI and review prior to the 9th Month Collection.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>Cambodian</td>
<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Creole (French)</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Lao</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

Add another language

10. Monitoring/Transitional Services

**Program Data: Monitoring/Transitional Services**

ELLS must be monitored for two years after meeting state established criteria to exit the ELL program. During the monitoring years students are coded FLEP 1 (Year 1 Monitoring) or FLEP 2 (Year 2 Monitoring). Please indicate the strategies used for monitoring/transitional services. Check all that may apply.

- Monitoring Report Cards
- Monitoring of progress reports
- Teacher input
- Performance on state assessments
- Tutorial programs
- Custom Item 1
- Custom Item 2

Add another item to list

Save
11. Staffing

Please provide the information requested.

Number of all certified/licensed teachers currently working with ELL students in language instruction educational programs:

Number of certified/licensed ESL teachers currently working with ELLs:

Number of regular classroom teachers who received professional development hours including coursework in ESL:

12. Personnel Assignment

Please indicate the assignment of personnel. How are teachers assigned to schools? Check the following procedures utilized (more than one may apply). For example, a teacher may be placed in a school because of its AAMO status or due to the number of students who are most at-risk.

- Teacher pupil ratio
- Availability of ESL certified teachers
- School Improvement status (AYP or AAMOs)
- School site is designated as a newcomer center or ESL magnet school
- Number of students with limited or no formal schooling

Add another item to list

13. Paraprofessionals

Please list the number of paraprofessionals that assist in the ESL program.

Number of paraprofessionals in the ESL program:

Number of full-time paraprofessionals:

Number of part-time paraprofessionals:
14. Additional ELL Teachers

<table>
<thead>
<tr>
<th>STAFFING: ESTIMATE ADDITIONAL ELL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please estimate how many additional ELL certified teachers <strong>will be needed</strong> for language instruction in the next five years for all ELL/LEP students.</td>
</tr>
<tr>
<td>Additional Teachers:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

15. Interpreters/Translators

<table>
<thead>
<tr>
<th>STAFFING: INTERPRETERS/TRANSLATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide the information requested.</td>
</tr>
<tr>
<td>Number of interpreters or translators employed to provide assistance to parents and guardians:</td>
</tr>
<tr>
<td>Number of times you were required to use services of an outside translation/interpretation services (other than TransACT):</td>
</tr>
<tr>
<td>Does your district use TransACT?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Why not?</td>
</tr>
<tr>
<td>Are there documents in TransACT that your district does not allow?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Which documents are not allowed?</td>
</tr>
<tr>
<td>Are there additional documents that you would like to have in TransACT?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>What documents?</td>
</tr>
</tbody>
</table>


16. Professional Development Topics
Remember that the following topics will be added:
- School Assistance Meeting for Understanding English Learners (SAMUEL)
- EL Data Analysis
- Sheltered Instruction
- Differentiated Instruction

17. Community Sponsored Activities

Select the community sponsored activities that were conducted for ELL students and families. Check all that apply.
- English classes
- Technology/computer classes
- Health fairs, classes, or programs
- Summer camp
- Special public library programs
- Education materials
- Family night sponsored by non-school agencies
- Bilingual Spanish Church services
- Boy Scouts/Girl Scouts or other youth programs
- Head Start
- Reading activities sponsored outside of school
- Red Cross or other aid agencies
- Custom Community Sponsored Activity
18. School Sponsored Activities

Select the school sponsored activities that were conducted for parents of ELL students. Check all that may apply.

- Tutoring
- Semi-annual or annual parent meetings
- English classes
- Technology/computer classes
- Summer education program
- Health fairs, classes or programs
- Educational material for home use
- Award ceremonies
- Special festivals recognizing multi-cultural families
- Special reading programs after school or summer
- Adult education
- Custom School Sponsored Activity

Add another item to list

19. Retained by Grade

Please provide the information requested.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELLs</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seventh Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Save
20. Dropout by Grade

Exit Information

ACCESS: PROGRAM EXIT INFORMATION

Please provide the information requested. All data requested refers to the current school year.

Number of EL Students who exited the program:

Number of EL students who exited the previous school year and returned to the English language instruction educational program during 2009-2010:

Number of FLEP students who graduated during the 2010-2011 school year.

21. General Comparison Information

ACCESS: GENERAL COMPARISON INFORMATION

Please provide the information requested for both ELL and All students.

Number of truancy petitions?

Number of seniors who graduated?

Number in grades K-2 who participated in DIBELS?

Number in grades 5, 7, and 10 who participated in the Alabama Direct Assessment of Writing?

Number who took at least one section of the Alabama High School Graduation Exam (AHSGE)?

Number in the 10th grade who passed all sections of the AHSGE?

Number in the 12th grade who passed all sections of the AHSGE?

Number receiving supplemental education services (SES)?

Number prohibited or excluded from extracurricular activities because of low grades?

Number in high school using elective credit for ESL courses?