

Enterprise City Schools

Plan for English Learners (ELs)

Identifying, Assessing, Placing, and Meeting the Educational Needs of Identified Students

2024-2025

ACKNOWLEDGMENTS:

Alabama Department of Education -English Learners (EL) Policy and Procedures Manual

Alabama Department of Education- English Learners Guidebook

Alabama Framework for English Learner Success

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Document Style Guide: Headings

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Style: Times New Roman, All Caps (or Mixed Case), Size 14, Bold, Black Text

Example: **EDUCATIONAL THEORY AND GOALS**

Example (Single Line Spacing):
2) Method for holding schools accountable for meeting proficiency in academic achievement

HEADING 3

Style: Times New Roman, All Caps (or Mixed Case), Size 12, Bold, Black Text

Example: **LEP DEFINED**

Example: **Reporting the Types of Language Instruction Education Programs Utilized by the LEA**

HEADING 4

Style: Times New Roman, All Caps, Size 12, Normal Weight, Black Text

Example: LEGAL CASES RELATING TO ENGLISH LEARNERS

Heading 5

Style: Times New Roman, Mixed Case, Size 12, Bold (and Italic), Black Text

Italics Example: ***Lau vs. Nichols***

Bold Example: **Home Language Survey**

Entire Document: Times New Roman, "Add Space After Paragraph", Page Breaks

A. INTRODUCTION

EDUCATIONAL THEORY AND GOALS

To this end, it is the intent of the Enterprise City School System and other school systems in the consortium to provide effective supplemental instruction to students who have been identified as an English Learner (EL) student.

Language is a means of interpreting and expressing knowledge in social and academic environments. Language may be, but is not limited to, listening, reading, viewing, speaking, writing, and representing. Whatever way language is expressed, acquisition of one's native language is generally a natural process. Language is necessary for human interaction and is a fundamental part of academic success. However, within the category of English Learners, there are numerous subgroups who may require [English language development] services [in a formal academic setting]. According to the Alabama Framework for English Learner Success, the following subgroups have been defined: Ever ELs, Current ELs, EL Waived Services, Newcomers, Developing ELs, Long-Term ELs, Dually Identified ELs, Former ELs, Monitored ELs, No Longer Monitored ELs, and National Origin Minority Whose Primary Home Language is Other Than English (NOM PHLOTE). These subgroups come from diverse backgrounds, cultures, and languages, including:

- students who have multilingual and/or literate parents
- students who were immersed in two or more home languages
- students who are just now beginning to acquire English
- students who have little to no exposure to the English language
- students with limited, interrupted, or no previous formal education

It is the intent and goal of the Enterprise City School System to create a learning environment in which every student can reach his/her full potential for academic success, to include college and career readiness. Potential English Learners (ELs) are identified based on his/her Home Language Survey (HLS) which indicates a language other than English is spoken in the home. All English Learners will be given the same fair and appropriate education as all other students.

English as a Second Language (ESL) services are to be provided school-wide, including but not limited to the reception area, general education classrooms, special areas, ESL classroom, etc. The purpose of this instruction and support shall not be to replace or to negate students' primary

home language. Rather, the program shall strive to enable ELs to become proficient in listening, speaking, reading, and writing in the English language as measured by WIDA English language proficiency assessments and Alabama State Department of Education guidelines. This supplemental instruction shall emphasize the acquisition and mastery of English, to enable ELs to participate fully in the benefits of public education. It is the goal of the Enterprise City School System to ensure that all identified EL students meet or exceed state standards.

LEP DEFINED

Definition of an English Learner

In Alabama, the definition of an English learner is taken from federal regulations: Under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), the law uses the term English learner (EL) to refer to students whose primary language is other than English and whose level of English proficiency is progressing to the level needed to participate effectively in United States mainstream classrooms. Previously, the terms "limited English proficient" (LEP) and "English language learner" (ELL) have been used.

Under ESSA, an English learner means an individual –

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) 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 language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Definition of an English Learner with Significant Cognitive Disabilities

English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Program and Individual English Language Plan, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

LEGAL ISSUES

A synthesis of major legislation, court rulings, and administrative regulations exists addressing language minority students. There is a substantial body of federal law established to ensure the rights of national origin minority students.

FEDERAL LAWS:

1868 *Constitution of the United States Fourteenth Amendment*: "No State shall ... deny to any person within its jurisdiction the equal protection of the laws."

1964 *Civil Rights Act, Title VI* : "No person in the United States shall, on the grounds of race, color, or national origin ... be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1965 Elementary and Secondary Education Act "Congress shall provide financial assistance to districts serving low income families"

1968 Elementary and Secondary Education Act, Title VII "Congress shall provide assistance to districts serving children of limited English proficiency"

1974 *Equal Educational Opportunities Act (EEOA*): "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... the failure of an educational agency to take appropriate action to **overcome** language barriers that impede equal participation by its students in its instructional programs."

2001 *No Child Left Behind Act*: "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.

FEDERAL COURT RULINGS:

1974 *Serna v. Portales*: Court ordered school to make a curriculum available to students who lack English skills.

1978 *Cintron v. Brentwood*: ESL students are not to be segregated completely from other students, but included in art, P.E., and non-language based classes.

1983 *Keyes v. School District #1*: Court applied the "Castaneda Test" and ordered the school to actually implement a plan for national origin minority students.

1987 *Gomez v. Illinois*: Local education agencies are required to ensure that the needs of ELL children are met.

SUPREME COURT RULINGS:

LEGAL CASES RELATING TO ENGLISH LEARNERS

Lau vs. Nichols

A suit filed by Chinese parents in San Francisco in 1974 led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. The ruling requires school districts to take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

Plyler vs. Doe

The Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public schools as U.S. citizens and must attend until they reach mandated age. In addition, the court ruled that public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practice to "chill" the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

Castañeda vs. Pickard

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.

Memoranda

May 25, 1970--- Memorandum (Department of Health, Education, and Welfare)

Where the inability to speak and understand the English language exclude national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. **** Memoranda were also posted by the Office of Civil Rights (U.S. Department of Education) with policy and policy updates in 1985,1990.***

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Procedures for Implementing ESL Committee

ENGLISH AS A SECOND LANGUAGE COMMITTEE

Each school in the Enterprise City School System shall establish an ESL Committee for the purpose of program needs, assessment, evaluation, and developing the Individual English Language Plans (I-ELP). This committee will include various school staff members who are involved with students and may parents and/or community representatives who work with these students and their families in other settings. Our schools can receive valuable input from those whose support and efforts may be important to the success of the English as a Second Language program.

The committee shall be designated by the school principal or his/her designee and include:

- an administrator the principal or designated representative, such as assistant principal
- the counselor
- a classroom teacher familiar with the needs of the English Learners
- the ESL faculty or staff member
- other appropriate school personnel when deemed necessary (i.e. Special Education teacher, Math Coach, Reading Coach, Interventionist(s), etc.)

May include:

- the parent or guardian of the student
- community representatives

Although there is nothing to prohibit members from the RTI (Response to Instruction Team) participating on ESL Committees, these committees serve very different purposes.

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

- Making decisions in an EL's educational instruction and needs
- Give input and finalize Individual English Language Plans (I-ELPs)
- Meet three to four times a year to discuss the status and growth of each EL

The English as a Second Language (ESL) Committee is responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The students' level of English proficiency shall be reviewed by the English Language Learner Committee.

Other duties of the ESL Committee are:

- Give notice to parent in writing or with the use of an interpreter that the child has qualified for EL placement
- Recommend the participation of eligible EL students in any other local, state or federally funded programs
- Recommend for exit when EL student has achieved proficiency on the state standards and have tested proficient on the English language proficiency test for two consecutive years.
- Monitor the academic progress of students who exit the EL program for a minimum of two years
- Students who are not academically successful shall be reclassified as EL on approval of the ESL Committee and recommended for appropriate services

The ESL Committee will determine if the student has the necessary language skills to function in the regular classroom without assistance or modifications in the regular classroom. The school principal is responsible for the ESL program in his or her school. The Director of Federal Programs oversees the ESL program for the school system.

2) Methods for Identification and Placement

IDENTIFICATION, ENROLLMENT, AND PLACEMENT OF LANGUAGE-MINORITY STUDENTS

Home Language Survey

In the Enterprise City School System, potential 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 entry into the school system. 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.

The **Home Language Survey** should be signed by the parent at the time of enrollment. An in-person interpreter, LanguageLine Solutions, or MasterWord Translation Services may assist in reading this if necessary. The school counselor ensures that a Home Language Survey (HLS) is completed for each new student registering for enrollment. The counselor will keep HLS on file (in student's cumulative folder) and send a copy to the ESL staff member (if a language other than English is listed on the form) within three school days. All original Home Language Surveys are placed in each student's cumulative folder.

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

1. Is a language other than English spoken at home?
2. Is your child's first language a language other than English?
3. What language does your child most frequently speak at home?
4. What is your child's country of origin?
5. Has your child been in US schools for at least three years?

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 will 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 (WIDA Screener) 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. Application forms to obtain social security numbers may be distributed, but the option of completing the

forms must be left to the parents. Each school with the Enterprise City School System uses procedures described in *Alabama Administrative Code* (AAC) to create a student number.
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 Enterprise City School System will make every effort to contact the former school system. If necessary, students can begin the immunization series at the Coffee County 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.

English Learners are placed at the age appropriate grade level, unless specific documentation is available to indicate lack of academic readiness for the age appropriate grade level. Lack of proficiency in English is not the sole determinant in retention or placement below grade level.

The following conditions are a part of registration procedures:

- **A parent or guardian** is to be present at the time of registration to provide the signatures required by law.
- **Proof of residence** can be a signed copy of a lease, a rental or purchase agreement for a residence, indicating the address of the residence. A copy of a utility bill mailed to the residence is also acceptable, as are Housing Authority forms, Social Security or Welfare checks. Students unable to provide proof of residence will be able to enroll and proof can be provided as it becomes available.
- **Proof of age** may consist of a valid birth certificate, a valid passport or other official documents listing date and place of birth.
- **Proof of immunization** consists of the State of Alabama Certificate of Immunization Card(s). This can be obtained from the Coffee County Health Department. Admission is granted to EL students who do not have proof of immunization. Assistance will be provided to obtain records of immunization.

- **Social Security Card** is not mandatory for enrollment. It is requested. A temporary number can be assigned until the card is obtained. A temporary social security number may be obtained by the school secretary at each school.

The enrollment of limited English proficient children shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirement

Other Forms

The registration and health forms should be completed by the parent, who may be assisted by an in-person interpreter, LanguageLine Solutions, or MasterWord Translation Services, if necessary.

Free/Reduced Meal Application should be completed for all students to determine eligibility for free or reduced price lunches. Names of all adults living in the household should be listed.

School records, report cards, or transcripts are requested of the student/parent but not required.

Program Placement – WIDA Screener for Kindergarten & WIDA Screener Online

INITIAL LANGUAGE PROFICIENCY ASSESSMENT AND PROGRAM PLACEMENT

Initial assessment of English language proficiency will be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential ELs who enroll during the summer or the first day of school must be assessed for English language proficiency within thirty (30) days of enrollment. Potential ELs who enroll after the first day of school must be assessed for English language proficiency within ten (10) days of enrollment. The Enterprise City School System will record the registration date as "original entry date" in PowerSchool or "date first enrolled" when completing the ACAP Testing Supports Form.

The only two assessments used in Alabama for screening potential EL students are the following:

- WIDA Screener for Kindergarten
    - For students in Pre-K 4 - first semester of Grade 1: In this context, Pre-K 4 refers to the spring or summer prior to Kindergarten enrollment when children are participating in the registration and screening process for kindergarten entrance for the first time.
- WIDA Screener Online
    - For students in the second semester of Grade 1 through Grade 12.

The WIDA Screener for Kindergarten assesses English language proficiency in two of the four domains-- listening and speaking. The WIDA Screener Online (grades 1-12) 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 school system's educational program.

The WIDA Online Screener 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:

- A Home Language Survey (HLS) must be completed for each student registering for enrollment.
- If any language other than English is listed on the student's HLS, they are a potential candidate for EL services.
- The LEA is required to use the WIDA Screener.
- The proficiency level for kindergarten & first grade students in the first semester taking the WIDA Screener for Kindergarten is 4.5 or above in the Oral Language Score.
- The proficiency level for students taking the WIDA Screener Online (second semester of first grade through twelfth grade) is 5.0 or higher.

In summary, initial assessment of English language proficiency must be conducted within 30 days of enrollment for any student identified in the HLS who registers before or on the first day of school and within 10 days for students who register after the first day of school.

The score on the WIDA Screener Online is the deciding factor on a student's eligibility for English as a Second Language (ESL) services. However, parents do have the right to waive ESL services but may not waive the following:

- Yearly WIDA ACCESS testing
- Creation and implementation of an I-ELP (including classroom accommodations and supports)

Screening Potential ELs with Disabilities

Per the Alabama State Department of Education, accommodations are allowed for potential EL students with disabilities on the WIDA Screener for Kindergarten and WIDA Screener Online. Potential EL students who have a current IEP or Section 504 Plan may be eligible for those accommodations. If accommodations in the IEP or Section 504 Plan are the same as the accommodations listed in the WIDA Screener Online Accommodation Selection Checklist for Students with an IEP/Section 504 Plan or the WIDA Screener for Kindergarten Checklist for Students with an IEP/Section 504 Plan, those accommodations may be provided when administering either of these screeners. The checklists are located in the Accessibility Supports and Accommodations Policy (ASAP) manual which is published by Student Assessment.

Alabama State Department of Education Alternate Screening Checklist
The Alternate Screening Checklist is to be used for those potential EL students who cannot participate meaningfully on the WIDA Screener for Kindergarten or WIDA Screener Online, even with accommodations. The Alternate Screening Checklist is for severely cognitively disabled students and not intended for those students with disabilities who can participate with the use of accessibility supports and/or accommodations. This checklist provides educators with a mechanism to ensure that students with profound disabilities can be identified and provided the services they need.

After the administration of the WIDA Screener, the results are placed in the student's cumulative folder and uploaded to Ellevation (EL platform that organizes all EL student data). For students who qualify for ESL services, the results are then included on the Individual English Language Plan (I-ELP). The I-ELP is created by ESL Staff and the classroom teachers. The plan is then evaluated and finalized by the ESL Committee.

Parents should be notified no later than 30 days after completion of the WIDA Screener of the results of the screening and qualification of EL services. Placement scores are not added into a state database; however, newly screened ELs are coded as EL-1 or NOM-PHLOTE (National Origin Minority- Primary Home Language Other Than English) in PowerSchool Special Programs. There are no requirements to monitor students who do not qualify (NOM-PHLOTE). The WIDA Screener may also be used to reclassify NOM-PHLOTES (to determine if language is a barrier to instruction) or provide an instructional update for ELs (who are missing data and/or ESL documentation). If language has been determined to be a barrier, then the student may be placed back into the ESL Program.

Parent permission is requested for a student to begin services. However, no parent/guardian approval is mandatory for EL services to begin, but notification is provided to parents with information detailing the right of the parent to have their child immediately removed from supplemental Title III programs upon request. Parents must sign a waiver letter each year requesting that their child not receive ESL services.

In order to administer and score the WIDA Screener, the following must be completed:

- Must complete (with a score of 80% or above if applicable) the required WIDA online training courses annually for the screening assessment for which they are responsible and provide proof of certification to either the DTC or EL Coordinator.
- Must complete test security training provided by Student Assessment on the WIDA Screener for Kindergarten and WIDA Screener Online Handbook via recorded webinar or through either the DTC or EL Coordinator.

Language Proficiency Levels

*BASED ON WIDA SCREENER OR WIDA ACCESS

The six language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from *1-Entering* the process to *6-Bridging* to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards.

1-Entering 2 – Beginning 3 – Developing 4 – Expanding 5 – Bridging 6-Reaching

Students taking ACCESS online must first take the Reading and Listening tests, as their performance on these tests determines the tiered form of the Writing and Speaking tests they will take. The following tiers may be determined:

- Speaking Tiers
  - Pre- A
  - A
  - B/C
- Writing Tiers
  - A
  - B/C

Individual English Language Plan

Each student designated as EL is to have an Individual English Language Plan (I-ELP) which will be updated annually until the student achieves Former English Learner (FEL) status.

The ESL Committee will use the following guidelines in implementing the I-ELP:

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

- Special attention will be given to “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

Summary of Identification and Placement:

Home Language Survey

At the beginning of every school year, new students will be given a registration form that includes the home language survey. Currently enrolled students’ Home Language Survey is filed in his or her cumulative record. 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.

English as a Second Language (ESL) Committee

Each school shall have an ESL Committee, consisting of an administrator or his/her designee, classroom teacher(s), a counselor, ESL faculty or staff member, interventionists and instructional coaches. It may have the parent of the English Learner, and when deemed necessary, other appropriate school personnel. Duties: All members of the ESL Committee, including the parents, shall observe all rules and laws governing the confidentiality of information concerning individual students. The ESL Committee shall review all pertinent information on all ELs and make determinations required regarding educational services/supports.

Parental notice and approval

Parents shall be given written notice that their child has been classified as an EL. The notice shall be written in English as well as their native language, if possible. If this is not possible, an interpreter will be asked to convey this to the parents of the EL. Parents may be invited to be members of the ESL Committee. Entry into the ESL program does not have to be approved in writing by the student's parent or guardian. A parent has the right to waive services from the ESL program yearly to have their child immediately removed from the services.

3) Method and Procedures for Exiting Students and Monitoring Progress

PROGRAM EXIT

When students have achieved proficiency on the WIDA ACCESS as deemed by the ALSDE to be an overall score of 4.8 or higher, they will exit the ESL program and his/her status will be changed to Former English Learner (FEL) and classified as follows:

- Ellevation:
    - FLEP Monitoring Yr 1, 2, 3, 4 or FLEP-COMPLETE
- PowerSchool:
    - "Exited 1st Year Monitoring", "Exited 2nd Year Monitoring", "Exited 3rd Year Monitoring", "Exited 4th Year Monitoring" or "Completed 4 Years Monitoring"

No student shall be exited from EL services due to his/her duration of participation in the program for a set amount of time. There is no time limit for participation in the EL program.

Written notice shall be given to the parents that their child has exited from the ESL program as per the overall score of a 4.8 or higher on the WIDA ACCESS.

MONITORING ELS WHO HAVE EXITED THE ESL PROGRAM

The academic progress of a monitored/exited student is monitored for four (4) years. The student will be monitored quarterly through Ellevation Monitoring Forms at the time of report cards.

If the student is not academically successful, or does not successfully make a passing grade on course work with effective accommodations, the ESL Committee must meet to discuss the student at hand to determine if the underlying issue relates to a language barrier. The student may be recommended for reclassification (with the WIDA Screener) and placed in the most appropriate program that will meet the need for English as a Second Language instruction.

C. PROGRAMS AND INSTRUCTION

1) Program development, implementations, and administration

The Enterprise City School System will provide programs and activities that will be developed, implemented and administered to ensure ELs acquire academic language as part of the core ESL program. The Core ECS program is referred to as ESL (English as a Second Language). A method of teaching language acquisition and core academic content. Our ESL program includes the following:

- Primary Schools: pull-out ESL class, push-in support, newcomers class
- Secondary Schools: push-in support, ESOL class (in place of an elective, not mandatory), sheltered instruction (math, science, history, English Language Arts)

A Comprehensive Needs Assessment is conducted using all available, current data. The WIDA ACCESS is a major source of data that drives instruction for ELs. However, other data such as iReady, ACAP Summative, formative assessments, and other assessments are used for effective program planning and implementation.

Selecting ESL Programs

INSTRUCTION FOR ENGLISH LEARNERS – CURRICULUM AND INSTRUCTION

Alabama Courses of Study and World-Class Instructional Design and Assessment English Language Development 2020 (WIDA ELD) Standards

The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.

WIDA Consortium

The WIDA Consortium is made up of 41 U.S. states, territories and federal agencies dedicated to the research, design and implementation of a high-quality, culturally and linguistically

appropriate system to support multilingual learners in K-12 contexts. This comprehensive system, based on research and educator feedback, is built on standards, assessments and professional learning.

The Consortium's member states, territories and federal agencies are divided into four regions: Northeast, Midwest, South and West. More information about the WIDA Consortium may be found at www.wida.us.

The Enterprise City School System will use language instruction supplemental educational programs in pull-out and push-in settings to ensure that limited-English proficient students develop English proficiency. State assessments and other measurable objectives will be used to determine annual proficiency to include, but not limited to, WIDA ACCESS, ACAP Summative, iReady, ACT, WorkKeys, and STAR. Programs used within the ESL program are research-based and have a high success rate of helping students meet proficiency levels. Language education programs will be evaluated based on established criteria. These researched-based programs will be implemented by faculty and staff who have fluency in English including having written and oral communication skills. Materials and supplies specific to supplemental instruction will be purchased with available funding. Our goals are to 1) understand, assess, and provide services which support each student's abilities, backgrounds, and experiences; and 2) to eliminate language barriers as well as socioeconomic struggles which may interfere with a student's school success.

2) Language instruction educational programs will be purchased to ensure that limited English proficient students develop adequate English proficiency.

Enterprise City Schools will support ELs' development of English proficiency by:

1. Using the principles and practices as stated in each school's Continuous Improvement Plan through the use of data to improve the rate of language acquisition among ELs
2. Support the efforts of each school with respect to its continuous improvement practices
3. Integration of WIDA ELD standards within the curriculum
4. Integration of WIDA ELD standards within teacher lesson plans

To this end, the ESL program will offer supplemental instruction that will:

- Assist in the acquisition of proficiency in the English language
- Provide teaching and learning opportunities so each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students.

The needs of all English Learners will be prioritized to include the following instructional goals:

1. Ensure that English Learners demonstrate consistent growth in English proficiency
2. Meet the same challenging academic and content state standards that all students are expected to meet
3. To develop high-quality language instruction educational programs designed to assist school in teaching limited English Learners

The following methods will be used to obtain the above goals: through the facilitation of quality instruction, assessments, and evaluation of teaching methods. The assessments to be used are: WIDA ACCESS, ACAP Summative, iStation, iReady, ACT, WorkKeys, STAR, report card grades, questionnaires/survey, authentic alternate assessments, and other methods for determining proficiency.

3) Specific Components of the LEA's ESL Program

Evidenced-Based Programs and Activities for the Academic Enhancement of English Learners

The Enterprise City School System will use Title III supplemental funds to provide high-quality language instructional educational programs that are research-based. These programs demonstrate effectiveness in increasing English language proficiency and student academic achievement in core subjects.

The needs of English Learners in our school district are diverse. In response, our classroom teachers and ESL staff utilize a variety of instructional programs. These instructional programs allow for the implementation of a variety of instructional strategies and approaches focusing on

the acquisition of academic language proficiency. The WIDA ELD Standards will be formally used for instruction with English Learners. The WIDA ELD standards and other resources are found by visiting https://wida.wisc.edu/teach/standards.

Other programs include:

In grades one through three, the reading approach to literacy is the use of CKLA Amplify curriculum, mCLASS, ACAP Summative (second through third), formative assessment data to drive instruction. Considerations are given when instructing students who have a Primary Home Language have been identified as an English Learner (EL) student.

Heggerty and Sound Wall are used to foster the understanding and relationship between phonemes (the Sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). This instruction is research based and systematic, according to LETRS. The primary goal of this approach is to help children understand the relationship between written letters and spoken sounds. Resources are varied depending on the needs of the students based on the WIDA ACCESS results and other data.

Primary resources within the ESL program include:

- Language Studio by Amplify CKLA (current K-6 ELA Curriculum)
- T.E.A.M. Toolkit
- On Our Way!- Newcomers
- Ready, Set, Go!- Newcomers
- Oxford Picture Dictionary for the Content Areas for Kids
    - OPD for the Content Areas
    - Oxford Press “Let’s Go!”
- Finish Line for ELLs
- West Virginia Phonics
- ESL Library
- ELLevation
- DuoLingo

- Rosetta Stone

Other resources available to support ELs include:

- All adopted textbooks and Alabama Courses of Study are used to ensure that students are correctly offered assistance when needed in currently enrolled academic courses.
- SaddleBack Publishing trade books have been purchased on various topics for ELs. These books are written in English and in a way that reflects the age of the student. However, the content is at a more appropriate level for the students language proficiency.
- Word to Word Dictionaries are available to all ELs in the appropriate home language.
- Intervention Programs- Sounds Sensible, SPIRE, enVision Math Diagnostic Intervention System (MDIS)

The Enterprise City School System provides supplemental services to EL students that include, but are not limited to extended day, ESL Summer Camp, bilingual staff, purchasing of research-based ESL curriculum to be used for pull-out services, etc. Programs and activities will be developed, implemented, and administered through the regular classroom instructional program, as well as the I-ELP, to ensure that ELs acquire academic language as part of the core academic program. For example, CKLA Amplify will be implemented for language and reading mastery for students including those with limited English.

Translated handouts, forms, and information are distributed in the language the student and parents can understand. All ELs are given the same fair and appropriate education as all other students. All ELs will be taught by certified general education teachers.

4) Grading and Retention Policy and Procedures

Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law *Every Student Succeeds Act of 2016* (ESSA). Appropriate instruction and differentiation must be adjusted according to language proficiency levels within each language domain and overall (Listening, Speaking, Reading, Writing) in order

to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, ongoing assessments, etc.) must be maintained by the classroom teacher throughout the school year.

Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*

Prior to considering retention of an EL, the following points should be addressed in consultation with the ESL Committee.

- What is the student's level of English language proficiency in each of the domains?
- Has the Individual English Language Plan (I-ELP) been fully implemented to document classroom accommodations and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
    - Teacher lesson delivery at student's level of English proficiency?
    - Activities and assignments?
    - Homework?
    - Formal and informal assessments (e.g., quizzes and tests)?
- How much English as a Second Language instruction (push-in , pull-out) is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric)?
- Has the student's general education teacher been adequately trained with ESL instructional and assessment strategies specifically designed for English Learners?

The following guidelines are to be followed to assure that English Learners are not being discriminated against due to the language barrier:

- A grade of "F" cannot be *assigned* to an EL student **without full documentation of accommodations** having been made to assure the student's full access to the content.
    - Accommodations clearly identified in I-ELP and graded work
    - Accommodations must be documented and may be done by use of a label, a checklist attached to assignments, listed in lesson plans for instruction, etc.

- **Lack of ability to read and write in English is neither the basis nor grounds for an "F"**. It is against the law to fail a student because he/she is **not proficient** in English (*Lau vs. Nichols*).

Strict adherence to a "number" grading system is often inappropriate for EL students. To ensure that EL students have a reasonable chance of succeeding in school, the following guidelines will apply:

- An I-ELP is to be developed for each English Learner.
- Satisfactory, not satisfactory, or unsatisfactory grades relevant to the learning objectives in that plan may be assigned (S, N, & Us) for newcomer students within his/her first year in U.S. schools.
    - This grading scale is suggested to be used for one semester.
    - Enterprise City Schools does provide an S, N, & U Grade Equivalent Scale.
- In regular general education classes, grades shall be assigned in accordance with the scale established by the Enterprise Board of Education.

5) Specific staffing and other resources to be provided to ELs through the ESL Program

English Learners will be instructed in core classrooms by highly qualified teachers. Teachers will receive professional development to support instruction. Specific staffing and other resources will be provided to ELs. Our school system has employed sixteen English as a Second Language staff members, with seven being certified teachers in ESL. Sixty-eight percent (68%) of those staff members in the schools are bilingual- 11 being fluent in Spanish and English. One ESL Specialist has been employed to work with teachers district wide to empower them to work effectively with ELs. One bilingual (Spanish/English) ESL Clerical Aide has been hired for the district to assist in translating and interpreting phone calls, conferences, handouts, etc. All staff members speak English fluently and have excellent written and oral communication skills, as evidenced by the employment process and formal and informal observations.

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 skills 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:
        - ESL Certification
        - Foreign Language Certification
        - Regular Elementary Certification
    - Secondary ESL Teachers can have:
        - ESL Certification
        - Foreign Language Certification
        - Regular Elementary Certification
        - English/Language Arts Certification
        - The number of highly-qualified ESL paraprofessionals.

6) Method for Collecting and Submitting Data

The Enterprise City School System will collect data from each school's principal, database, ESL staff member, and any other entity as appropriate for collecting and submitting data. Such data may include state assessment results for individual students, performance indicators, attendance, report cards, progress reports, demographic information, and waiver letters. Each collection of data will be compiled and submitted to the State Department of Education according to

requirements. The school system will also follow procedures for reviewing EL reports online as required.

7) Method for evaluating the effectiveness of the ESL 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 (or previous program evaluation) were met. The data analysis should be summarized to illustrate the status of the EL program and should include our future goals and plans to improve the program the following school year.

According to Chapter 9 of the U. S. Department of Education English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs), updated October 2017, LEA's should consider the following when evaluating the effectiveness of the EL Program:

- Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
- The Enterprise City Schools shall collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the standard instructional program. Data should not be limited to ACCESS for ELs
- When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, the ALSDE and LEAs must modify the EL program.

Program Evaluation Flowchart

Each school will be held accountable by evaluating their current methods of assessing student proficiency, implementing reform strategies, and developing and revising their ACIP (Alabama Continuous Improvement Plan) for increased student achievement. The ACIP and data will be analyzed and reviewed to determine if the goals of the EL Plan have been attained, what further strategies are needed, and what resources should be allocated. The data compilation report will also be used to evaluate the ESL program.

The Enterprise City School System's method of evaluating the ESL program will include a review of all state assessment results for individual students and schools, analysis of comprehensive needs assessment, adequate yearly progress results per subgroup, evaluation of

school reform strategies, and revisions. Such a review will determine the need to revise existing school plans.

The purpose of program evaluation is to provide information for decision making at several levels in the implementation of the goals, action steps, and program implementation. The evaluation of the effectiveness of the program is student achievement of English language proficiency and proficiency on grade level student academic content standards. Evaluation of the EL Plan, LEA Improvement Plan, and ACIPs are the outgrowth of the plan development and implementation. Evaluation is continuous and an ongoing requirement. A formal evaluation of the proficiency of the English Learner is an instructional educational requirement. A formal evaluation of the ESL program will be conducted at the end of each school year and again upon receipt of state assessment results. Assessing scientifically based research methods, materials and approaches on teaching English Learners is also an important component of evaluating the program. Attaining English proficiency is a crucial component required in obtaining proficiency within content standards.

There are three types of standards that will be assessed- English language proficiency standards, academic content, and performance standards. The annual measurable goals will determine the effectiveness of the program and assist in program improvement. The Enterprise City School System is held accountable for improving EL English proficiency through public reporting and by state AYP requirements. Additionally, the ESL Program Evaluation and English Learners LEA Compilation Data/Web Portal Accountability are used to assess the program and make revisions. Such information reported includes:

Reporting the Types of Language Instruction Education Programs Utilized by the LEA
Program Exit Information:

- The number of students who exited the program with a 4.8 or higher

Other areas to report:

- State Assessment Reporting
    - All EL students must participate in the statewide Student Assessment Program for accountability purposes. ELs during their first 12 months of enrollment in U.S. schools **are exempt only from** participating in the Reading/Language Arts

portion of the current state required assessment. These students must still take the other portion of the assessments. These students **must participate** in all parts of the *ACT with Writing* and the *ACT WorkKeys* assessments.

    - ELs not in their first 12 months of enrollment in U.S. schools must participate in all subjects and all tests in the statewide Student Assessment Program. ELs in Grades K-12, regardless of the number of years of enrollment in U.S. schools must participate in WIDA ACCESS*,* the state-administered English language proficiency test, **or** the Alternate ACCESS, the state-administered English language proficiency test for students in Grades 1-12 who have a significant cognitive disability. All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS or Alternate ACCESS. Students in their first 12 months of enrollment in U.S. schools who take ACCESS or Alternate ACCESS will be counted as participants toward meeting the 95% participation requirement for Reading.

- Accommodations for English Learners on the Statewide Student Assessment Program
    - Decisions regarding appropriate accommodations for ELs must be made on an individual basis by the ESL Staff based upon I-ELPs, 504s, and/or IEPs. The ESL Staff Member 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.
- Percentage of students gains in proficiency according to the growth chart
- Percentage of students exiting the program
- Percentage of students meeting standards according to growth models - state assessments
- Number of students who returned to the English language instruction educational program, by school and for the LEA
- Number of ELs who are in their first year of school in the United States.
- Number of students who are within the first year of monitoring as a Former Limited English Proficient student
- Number of students who are in the second year of monitoring as a Former Limited

English Proficient student

- Number of students who are considered Former Limited English Proficient

Participation in other programs:

- Number of EL and general education students referred for special education evaluation by school and for the LEA.
- Number of EL and general education students who qualified for placement in special education programs and/or services by school and for the LEA.
- Total number of ELs and general education students currently enrolled in the LEA's special education program.
- Number of ELs and general education students referred for admission into the LEA's gifted and talented program.
- Total number of ELs and general education students currently enrolled in the LEA's gifted and talented program.
- Total number of ELs and general education students currently enrolled in the LEA's career-technical education program.
- Number of ELs and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- Number of ELs and general education students who received an honor or award during the school year.
- Number of ELs and general education students being served by Title I
- Number of Immigrant Children and Youth
- Number of LEP students in their first academic year in the United States with limited or no formal schooling

English Language Proficiency

- Number of ELs making progress in learning English according to the ACCESS for ELLs scores
- Number of ELs exiting ESL

Staffing

- Number of ESL certified teachers in the school and LEA
- Number of teachers highly-qualified to teach ESL (foreign language or elementary certified teachers), but not certified in ESL
- Number of certified teachers teaching ESL (certified in a field other than ESL)
- Number of paraprofessionals working in the ESL program

Training

- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants

Communication

- Number and name of the different languages for which the LEA has written school-related documents
- List of interpreters who are readily available to assist in parent/guardian communications and a description of how the list is maintained, by whom and where
- Description of community activities conducted and resources in the community that are available to provide services
- Description of efforts and activities to involve parents/guardians in the educational process

General Comparison Information

- LEA's number of EL and General Education dropouts
- Total number of truancy petitions for EL and general education students the LEA has issued during the school year
- Number of EL and general education seniors that graduated
- Number of ELs and general education students who participated in state assessments
- Number of EL and general education students receiving supplemental services
- Number of EL and general education students prohibited or excluded from

extracurricular activities based on grades

- Number of high school ELs using elective credit for ESL services
- Number of EL and general education students enrolled by grade level
- Number of EL and general education students retained by grade level

Progress Within the Program

- Beginning English proficiency level
- Beginning academic level
- Number of years in the English language instruction educational program (particularly using the Date First Identified LEP)
- Type of ESL educational program service received (e.g., English as a Second Language, one-on-one tutoring)
- Current English proficiency level
- Current academic level
- Current number of hours spent in the English language instruction educational program

8) Method of identification and referral of ELs to the Special Education Program

Gifted and Talented Education

The ALSDE 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 accordance with the ALSDE's agreement, the Enterprise City School System will comply with procedures to comply with Title VI.

English Learners will be considered for the gifted program under the same guidelines as all students. ELs will participate in the second-grade screening process. For consideration and inclusion in the **gifted program,** minority students can be given special deference with an interpreter or an adaptive version of the placement test. It is important that EL students who receive ESL instruction are not penalized and/or burdened by their participation in ESL instruction, especially in grades second through sixth when this instruction is offered in a pull-out format.

For ELs enrolled in grades seventh through twelve, these factors are less of an issue because ESL instruction is offered in an add-on format through an ESL class which is included on the student's schedule as an elective. Students are given elective credits for their successful completion of the class. It is vitally important that the EL's classroom teacher(s) and the ESL staff member collaborate and cooperate with each other fully to ensure the best instructional opportunity for each English Learner.

English Language Learners with Disabilities:

Special Education Guidelines for Service to EL Students

An English Learner with disabilities has a right to the same special education services as other students with disabilities. 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. However, cultural and linguistic backgrounds should not be confused with disabilities and should not serve as a basis for referral for a special education evaluation. Among the concerns are identification, eligibility, and service provision for ELs suspected of having a disability.

The school system's programs for students with disabilities and English Learners will work cooperatively to identify students who are eligible for services. The identification, eligibility, and service provision for these students will be provided in accordance with the *Individuals with Disabilities Education Act of 2004.* Specific procedures concerning the referral of EL students located in the ALSDE EL Policy and Procedures Manual will be followed. As a general rule, EL students who are following normal developmental patterns for learning a new language should not be referred. Care should be exercised or used to ensure that limited-English proficiency is not the basis of a referral. 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.

EL Referrals to Problem Solving Team (PST)

Prior to an PST referral, efforts must be made by the student's classroom teacher to meet the student's needs within the context of the services which are part of the regular education program, including the accommodations. Such efforts and their results must be documented. A

referral to PST is made only after sufficient evidence is on file indicating that successful accommodations have been made and the student has not made progress in a research-based program for at least 6 months to 1 year. Three specific indicators which validate the need for special education evaluation are:

1. Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noted by parents;
2. English language development that appears to be significantly different from that of peers who are also learning English as a Second Language; and,
3. Noted developmental delays or other at-risk conditions.

Distinct Roles of PST and ESL Committees

1. The PST process is to be used for developing strategies for any general education student that is at risk of failure academically or behaviorally and has not responded to instruction in whole group core instruction. Support is met through Response to Intervention (RTI). Tier 2 is an additional small group explicit intervention focused on skills aligned with grade level standards delivered by the classroom teacher. When Tier 2 is not effective, the RTI team should discuss and document changing Tier 2 strategies. For students that continue to struggle within Tier 2, after a minimum of 8 weeks (or evidence of mastery of skill) of support and documentation of multiple strategies that are unsuccessful (based on data), the teacher should refer students for Tier 3 screening. Tier 2 is not just re-teaching the lesson from that day or that week. It may be frontloading skills, teaching previously covered skills that were not mastered, and/or reviewing prerequisite skills.
   Screening for Tier 3 referral: Students will be screened to determine if their learning deficits fit within the instructional parameters of the Tier 3 program (2 years behind) or if the deficits are still a Tier 2 issue.
   a. Although it is a required step before special education testing, an RTI referral is not used **only** for pre-special education testing purposes.
   b. ELs may be placed on RTI, provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the ESL Committee, but continue to demonstrate risk of failure. ELs cannot be referred for RTI if language is the barrier to achievement. The RTI committee

may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English. Therefore, the ESL Committee and RTI Committees must work closely together in regards to ELs.

2. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then RTI is the appropriate vehicle, provided EL staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.
3. When referring an EL to RTI, the general education teacher(s) must provide ample documentation of appropriate accommodations implemented over the course of the school year. Preferably, this would consist of at least one work sample with documented accommodation from each month prior.

The ESL Committee can refer an EL to RTI. When the RTI process is completed, the information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior. Language should not be considered as a barrier. In situations where it is not realistic to test in the native language or mode of communication for an EL, the Enterprise City School System 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.

Special education programs and services must be provided in accordance with the *Individuals with Disabilities Education Act of 2004.* The Enterprise City School System is to include a description for communicating with non-English speaking students/parents in their Individual Education Plan (IEP). The Enterprise City School System will secure the services to communicate with the child/parent in the native language. 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. 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 NOM-PHLOTEs. These accommodations must include a translator for oral and written communication in the parent's native language.

D. ASSESSMENT AND ACCOUNTABILITY

1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

WIDA ACCESS is administered annually to all English 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. WIDA ACCESS meets the *Every Student Succeeds Act of 2016* mandate, requiring states to evaluate ELs in grades K through 12 on their progress in learning English. All students identified as an English Learner must take the WIDA ACCESS, **including students whose parents have waived ESL services**; however, students who have formally exited language assistance services and are in monitored status are not administered this assessment.

Alabama's ESSA Indicators: Interim Progress in Achieving English Language Proficiency (Title I, Section 1111(c)(4)(A)(ii)

What does "interim progress" mean in terms of accountability regarding English Learners?

- Making annual increases in the percent of children making progress in learning English

How is interim progress for ELs determined?

- 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 (WIDA ACCESS).

Progress in Achieving English Language Proficiency

Cumulative Growth Title I of ESSA requires long-term goals for English Learners for increases in the percentage of such students making progress in achieving English Language Proficiency

(ELP) as measured by the statewide English language proficiency assessment. Alabama will use WIDA ACCESS to evaluate progress toward English language proficiency.

Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency. Cumulative Growth is when the previous year's growth is compared to the current year's growth target to determine the students expected level of proficiency. Student growth expectations will increase each year so student's meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a composite score of 4.8 on WIDA ACCESS. The number of years to achieve proficiency varies based on the student's initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.

Interim Progress

For the purpose of accountability, interim progress refers to the annual increases in the percent of students making progress in learning English. Progress is calculated by using the scores from WIDA ACCESS.

Growth Targets

Targets were established based on two years of statewide district data. The table below shows the percentage of EL students within a district that must make the progress target in order to meet the English Language Proficiency (ELP) indicator. Each year, the proportion of students in a district is expected to make progress in ELP gains.

The Enterprise City School System holds each school accountable for measuring annually the English proficiency of limited English proficient students and participation in state testing programs by monitoring instruction and progress. All students, including ELs, will be required to participate in state assessments.

Schools will be required to submit a plan for achieving annual measurable achievement objectives or for implementing reform strategies. The plan must be monitored and evaluated annually for program and student achievement. The school principal must conduct a meeting with his/her faculty to discuss data-driven instruction. The goal of the school system is to 1) provide instruction that will lead to the timely acquisition of proficiency in English and 2)

provide teaching and learning opportunities so that each student can become proficient in the state's academic achievement standards expected for all students. This will be accomplished through goal setting, implementing action plans, monitoring progress, and then evaluating the plan/goals.

The Enterprise City School System will hold schools accountable for meeting proficiency and annual measurable achievement objectives. Each school will be held accountable for measuring annually the English proficiency of ELs and for participation in the state-administered testing program by submitting a school wide plan. This school wide plan will include a needs assessment, reform strategies, professional development activities, parental involvement strategies, and an evaluation of the plan. The ACIP will be monitored, reviewed, and evaluated each year. A copy of the plan will be submitted to central office personnel for approval from the Federal Programs Director, Sheree Hardrick, and Superintendent, Dr. Zel Thomas. Based on the results of the state assessments, each school will review the scores of students in the subgroup – English as a Second Language. The results will serve as a needs assessment of specific areas to target. The ACIP Committee will report such results to the entire faculty. The ACIP will reflect annual revisions.

The Enterprise City School System will collect data from each school's ESL Staff Member. Such data may include state assessment results for individual students, performance indicators, report cards, progress reports, and waiver letters. Each collection of data will be compiled and submitted to the ALSDE according to requirements.

These subgroups come from diverse backgrounds, cultures, and languages. Consider the following types of students, all of whom are present in Alabama schools:

- Children of recent immigrants who speak no English and who have had no formal training in a written language
- Children of highly educated immigrants, who have had formal training in English during proper schooling
- United States born children whose primary language is other than English and have had limited formal education through the English language

All ELs who have participated in the statewide student assessment programs, with or without accommodations, are included in the accounting system. Additionally, each year ELs who are currently active in the ESL program, will be administered the WIDA ACCESS. ELs in their first academic year may be exempt from the reading subtest portion of state assessments (excluding *PreACT Secure* and *ACT with Writing*). However, if these students participate, their scores will not be included in accountability determinations for reading. Students in their first academic year of enrollment in U.S. schools and who take WIDA ACCESS will be counted as participants toward meeting the growth targets and proficiency set by the ALSDE. An academic year cannot exceed 12 months or allow more than one exemption from the state reading assessment regardless of the date of enrollment.

ELs, during their **first academic year of enrollment in U.S. schools**, must take the appropriate mathematics portion of state assessments, with accommodations as necessary, but their scores will not be included in accountability determinations. These students will be counted as participants toward meeting the percent participation

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

Assessment results for each English Learner that participates in the state's assessment system, under standard conditions or with approved accommodations, will be included in the calculations and determinations for academic accountability at the LEA and school levels. The ALSDE has established annual measurable achievement objectives (WIDA standards) for English Learners and for students' development and attainment of English proficiency while meeting challenging state academic content and student academic achievement standards as required by Title I, Section 1111(b)(1). The measurable objectives will include the definition of Adequate Yearly Progress (AYP) for limited-English students.

2) Method for holding schools accountable for meeting proficiency in academic achievement

Each school and LEA will be held accountable for:

- Annual increases in the number or percentage of students making progress

- Annual increases in the number or percentage of students attaining English proficiency, as defined by the state for ELs, by the end of each school year
- The percentage of English Learners who participate in the states' student assessment program. Title I, Section 1111(b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments.

All discrepancies between the number of students enrolled, the number of students tested, and the number of students included in accountability decisions must be documented. Title III, Part A, Subpart 2, requires LEAs to annually assess the English language proficiency of each EL. Students must achieve proficiency in their English language acquisition based on the state-adopted English language development assessment (WIDA ACCESS).

Each school is held accountable for evaluating their EL Program and Plan in conjunction with the ACIP. The results will be used for program improvement and revisions. The Plan will be presented to the faculty and staff.

Testing Considerations

In addition to English language proficiency, a number of other factors should be taken into account when testing EL students. Inexperience with standardized testing and cultural differences in the relationship between the home and the schools must be considered. The following suggestions may be helpful in testing EL students:

- Familiarize the student with testing procedures, since his or her culture may not have provided extensive experience with standardized testing.
- Practice on items that have formats similar to those used with standardized testing is recommended. For example, ACAP Summative practice and WIDA ACCESS practice.
- Take precautions to ensure that the parents/guardians are informed, understand the purpose of testing, and know the meaning and any implication of the results.

Testing Accommodations

The purpose of testing accommodations for an EL is to enable the student to demonstrate the degree of achievement which he or she possesses. Accommodations can be made to ensure that each EL student receives individual consideration of his or her language proficiency, but an accommodation cannot be provided if it changes the nature, content, or integrity of the test.

When determining appropriate accommodations for an assessment, the ESL Committee must look at the accommodations regularly being made on the student's classroom tests over time in that particular subject area. Accommodations on state assessments must be accommodations which are a regular part of the student's instructional program; however, the ESL Committee must work within the framework of the approved accommodations on the *ACAP Accessibility Supports and Accommodations Table*. The ESL Committee must remember that an accommodation on a state assessment cannot supplant the skill that the test is designed to measure. Accommodations which change the nature, content, or integrity of the test, such as reading of a reading test designed to assess the skill of reading, are not allowed. The chosen accommodations or accessibility supports are documented on the student's I-ELP, *ACAP Testing Supports Form,* and entered into PowerSchool Special Programs.

Identification of EL Students on State Assessments

All ELs must participate in the assessment program and should be coded as such within WIDA DRC by the District Test Coordinator. With ACCESS testing, demographic information is coded in the data program, PowerSchool. This information is pulled by the state department via the school systems' reporting.

E. PARENTAL INVOLVEMENT

1) Methods for promoting parental notification and parental and community participation in programs for English Learner students.

Parental and community participation will be promoted and encouraged. Parental involvement activities will include programs that link families and schools together. When parents feel they have the power to change and control their circumstances, their children tend to do better in school. Their parents are also better equipped to help them. When schools work with families to develop their connections, families become powerful allies of the school and advocates for public education. Home-School Compacts are translated as well as other school information. A Parent and Family Engagement Calendar (in English and Spanish) is provided to parents with a page dedicated to our ESL families.

An annual system-wide meeting is held for the parents of English Learners at the beginning of the school year to ensure these families are prepared for the start of the year. The purpose of the meeting is to assist parents in completing back to school paperwork, complete the Free/Reduced Lunch Application, distribute school supplies for students, etc. No later than thirty days after the beginning of the school year, parents must be informed of identification, level of proficiency, instruction, IEP objectives (if applicable), exit requirements, and academic achievement standards for promotion and graduation.

Parents and community members who speak a language other than English are invited and encouraged to participate in all school and system level programs and activities as English speaking parents. Parents of ELs will be notified of Adult Education classes and community classes that they may attend. The school system will provide the following:

- Conduct an annual evaluation of educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities
- Provide an interpreter, Language Line, or MasterWord Translation to assist in school registration, conferences, etc., if needed
- Provide notices of school meetings and other activities in both the language parents can understand as well as in English
- Provide opportunities for parents to participate in the education of their children

- Provide opportunities for parents to be included on school and system level committees

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

Parents shall be given written notice that their child has been classified as an English Learner. The notice shall request parental approval to place the student in the ESL program, as well as information about the benefits of the program and that it is an integral part of the school program. The notice shall be printed in English as well as their native language as provided by Ellevation. If this is not possible, an interpreter will be asked to convey this to the parents of the EL. Services provided by the ESL program must be approved in writing by the parent or guardian. Approval shall be considered valid for one school year of the student's continued participation in the program until the student meets the exit criteria or graduates from high school.

The Enterprise City School System will, no 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:

- The reasons for the identification
- The child’s level of English proficiency
    - How such a level was assessed
    - The status of the child’s academic achievement
- The method of instruction used in the program
- How the program will meet the educational strengths and needs of the child
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- The specific exit requirements for the ESL program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child
- 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 enrollment of 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

Separate Notification Regarding Accountability

If a child enrolls in school after the beginning of the school year, the LEA must notify parents of the newly identified EL 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 several other ESSA compliance forms,

Program exit

When students have tested proficient on the English language proficiency test (WIDA ACCESS) by scoring a 4.8 or higher overall/composite, they will be classified as "Former EL".
Students who re-enter the program based on poor academic performance, a poor score on WIDA ACCESS or a reading score on a state assessment that does not meet the standard (Level III) are eligible to receive EL services. Any student who has re-entered will not be classified as "Former EL" until they have again scored proficient on the state English language proficiency test for two consecutive years and achieved Level III on the grade level appropriate reading portion of a state assessment. The parent will be notified.

SUPPORT FOR IMMIGRANT CHILDREN AND YOUTH. SUPPORT FOR INCREASED ENROLLMENT OF IMMIGRANT STUDENTS

The Enterprise City School System will provide enhanced instructional opportunities for immigrant children and youth. Such opportunities will include:

- Family literacy programs such as Family Reading Night, parent outreach through community
- Include information on standards and exhibits of student work at open houses and back to school nights

- Use the school newsletter to discuss the progress of students and to list available services within the school system
- Volunteers and training activities designed to assist parents to become active participants in the education their children
- Student and adult tutors, mentors, and/or career counseling will be encouraged to participate in school activities
- Support for personnel, including ESL and instructional aides who have been specifically trained to provide services to immigrant students
- The identification and acquisition of curricular materials, educational software, and technologies is to be used in the program
- Basic instruction services which are directly attributable to the presence of immigrant children and youth will be provided
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools will be provided
- Activities that are coordinated with community-based organizations, such as Family Services and the Southeast Alabama Youth Services, will be provided to ELs and their families. There will be ongoing initiatives to ensure that all immigrant students receive equal access to instruction by attending school. The school's parental involvement specialist and attendance supervisor will provide services related to school attendance.

F. TITLE III

1) USE OF TITLE III FUNDS TO SUPPLEMENT THE CORE ESL PROGRAM

SUPPLEMENTAL SERVICES

Title I, Part A, Basic Programs

The Enterprise City School System is 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 ELs 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.

ELs 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 (not applicable). 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 intergenerational cycle of poverty and low literacy in the nation.

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 EL 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.

The Enterprise City School System will contact non-public school officials to engage schools that are located within the geographic boundaries. The federal programs director will contact in writing annually to each private school located within the geographic boundaries of the Enterprise City School system.

The Intent to Participate form is sent as certified mail. Currently, there are no private schools participating in the ECS to include Title III.

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. The Enterprise City School System ensures 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.

PART IV IMMIGRANT CHILDREN AND YOUTH

Reservation from Title III

- 6.5% reserved from the top of the Title III allocation for Immigrant Children and Youth.

- Take the 2 preceding years average and compare to the current year if the LEA has increased significantly then the LEA may be eligible for the immigrant grant.

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 3115(e)(2)(g) of Title III of the Every Student Succeeds Act shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth and parent, family, and community engagement.

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:

- are aged 3 through 21
- were not born in any state
- 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 an EL 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

LEAs receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.

- Recruitment of and support for personnel including teachers and paraprofessionals specifically trained to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program.
- Basic instruction services that are directly attributable to the presence in the school system of immigrant children and youth, including the 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.
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

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, preschool 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 ALSDE.

High-Quality, Data-Driven Professional Development Related To English Language Learners For Professionals And Paraprofessionals

Professional development for faculty and staff members in the Enterprise City School System is a crucial component to the success of delivering effective instruction and services to English Learners. Professional development will be provided to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), ESL teachers, paraprofessionals, principals, administrators, and other school or community-based organizational personnel that is:

- Designed to improve the instruction and assessment of ELs
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELs
- Based on scientifically based research demonstrating the effectiveness of the professional development increasing student's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

The goal of high quality professional development is that instruction offered to students is presented by highly qualified ESL teachers and paraprofessionals. Each year the school system will send representatives (ESL staff members and classroom teachers) to ESL related conferences. State Department professional development opportunities will be made available to principals, teachers, and the ESL staff.

School, grade level, and committee meetings will be held to ensure effective communication between the ESL staff, other school personnel, administrators, and parents. Training for faculty will be ongoing. Such training may include topics such as:

- The effective use of reading strategies to teach ELs
- Making learning connections for older ELs with limited or interrupted schooling
- Reaching and teaching diverse secondary ELs and the importance of differentiated instruction

- Closing the achievement gap

EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS

For determining Title I (TA or Schoolwide) eligibility of ELs, uniformly apply to any one or a combination of measures, such as: Multi-criteria selection form in combination with:

- Language dominance test with other measures
- A weighing of composite assessment scores

Entering EL students at the secondary level are to be placed in less language dominant classes (elective ESL course) but not necessarily less challenging classes.

For **career/vocational technical and alternative education programs,** high school EL students are made aware of their options through an interpreter when necessary.

2) Method the LEA uses to initiate contact with non-public officials to 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

PRIVATE SCHOOL PARTICIPATION

To the extent consistent with the number of eligible children in areas served by the Enterprise City School System under a program specified in subsection, who are enrolled in private elementary schools and secondary schools in areas 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.

PRIVATE SCHOOL PARTICIPATION as otherwise pr*ovided 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 consultatio*n 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.

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.

To ensure timely and meaningful consultation, the Enterprise City School System shall consult with appropriate private school officials during the design and development of the programs under this Act, on issues such as —

- how the children's needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve those services;
- 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
- 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.

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 evaluating their programs every one to two years.

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 classrooms without EL services.

CONCLUSION

It is the ultimate goal of the Title III program to eliminate barriers to school enrollment and matriculation. The changing world and our changing schools require dedication and the acquisition of new skills. School personnel must be given the support through professional development programs and through the provision of materials and supplies needed to respond to these needs. The Enterprise City School System recognizes that diversity is an opportunity for growth and development and that cultural and background differences must not be a hindrance to school success. Each student must be regarded and treated as an individual, and unique talents and skills must be recognized.

Included in our desire for student achievement and school success are the provisions of services from programs funded through Title I, Title II, Title IV, Title VI (if received), Migrant, Homeless, ASAP-At Risk, IDEA, and grant funding. Coordinated funding using federal, state, grant, and local monies must be considered to enhance the entire school or school system program. To further eliminate barriers to school attendance and success, our school nurse(s) will make daily phone calls and complete home visits when students are absent from school. When health issues or other barriers, such as a lack of clothing and/or the inability to purchase medications for a student with an existing illness, are identified, the nurse will actively seek assistance from community agencies and resources within our school system to address these issues so that barriers to student success can be eliminated.

The English as a Second Language instruction will greatly assist the parents of our English Learners and provide support to our efforts to respond to their needs. School system data, student achievement/performance reports, and school report cards will be used to communicate with parents and establish partnerships in improving student achievement and schools. Providing services to English Learners and Immigrant students is an obtainable task, and one that requires dedication, training, and support.

GLOSSARY

Term	Definition
Non-ELs	Students whose home language surveys do *not* indicate a language other than English spoken in the home. These are *not* students classified as NOMPHLOTE.
EL-1	English learner students who are in their first year in a U.S. school.
EL-2	English learner students who are in their second year or more in a U.S. school.
FEL-1	Students who have exited the ESL program and are in their first year of systematic 1st Year Monitoring. These students no longer take ACCESS for ELLS™ English Language Proficiency test.
FEL-2	Students who have exited the ESL program and are in their second year of systematic 2nd Year Monitoring. These students no longer take ACCESS for ELLS™.
FEL-3	Students who have exited the ESL program and are in their third year of systematic 3rd Year Monitoring. These students no longer take ACCESS for ELLS™.
FEL-4	Students who have exited the ESL program and are in their fourth year of systematic 4th Year Monitoring monitoring. These students no longer take ACCESS for ELLS™.
FEL	Former English learner students who have successfully completed four years of monitoring and are no longer English learners.
EL Waived	Students who are English learners yet parents have refused supplemental Title III Services services.
NOM PHLOTE	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.