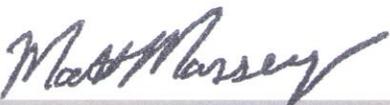


Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Madison County Schools
LEA Contact for ELs: Kerrie Bass	
Name: Kerrie Bass	Signature: 
Position and Office: Supervisor of Federal Programs	Email Address: kbass@mcssk12.org
Telephone: 256-852-2557	Fax: 256-851-3227
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances		
The LEA will:		
X	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan	
X	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English , including having written and oral communication skills	
X	Assure that all schools in the LEA are in compliance for serving English learners	
X	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
X	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
X	Assure that the LEA has a process for parents to waive Title III Supplemental Services .	
X	Assure that the LEA has an Equitable Services Implementation plan , if applicable.	
X	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable	
Kerrie B Bass		8/31/18
EL Program Administrator	Signature	Date
Matt Massey		8/31/18
LEA Superintendent	Signature	Date

***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

***EL Advisory Committee Signatures**

Kerrie Bass

Stacey Benson

Mary-Andrea Shroy

Sarah Threlkeld

Armond Swain

Nancy Curry

Margale Hernandez

Tom Gulliger

John Meininger

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the [EL Policy and Procedures Manual](#) when developing and revising the plan for a clear understanding of the requirements for serving ELs. The [EL Policy and Procedures Manual](#) was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departments/offices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Section A: Theory and Goals

The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

MISSION STATEMENT

The mission of the Madison County Schools EL Department is to promote student learning and English language acquisition through collaboration, advocacy, coaching, and teaching.

EL PROGRAM

The Madison County Board of Education (MCBOE) offers an English language instruction program for English Learners (ELs). The goals of the Madison County EL Program are:

- To advance student English language acquisition (for students to attain proficiency)
- To successfully meet yearly AL state Title III EL goals
- For students to achieve high levels in core academic subjects
- To develop high-quality language instruction educational programs and employ highly qualified teachers
- To use the coaching/partnership model to provide EL professional development for educators
- To promote parental and community involvement
- To advocate for English learners

The MCBOE EL Program Goals are connected to The Cornerstone of the WIDA Standards: Guiding Principles of Language Development:

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Core ESL Program: *ESL, Content-Based*

Language minority students from different language backgrounds are in general classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. Core subject teachers provide appropriate supports and accommodations to enable students to access the subject area CONTENT at grade level, while they are still learning English. Such supports may include word banks and sentence frames, the support of a peer, visual supports, and alternative forms of tests and assessments that allow ELLs to show their mastery of the content given their current level of English proficiency. The acquisition of English is one of the goals of sheltered English and content-based programs; however, instruction focuses on content rather than language.

When necessary, supplemental English instruction is delivered using a *Pull-out, Push-In, or Sheltered Classes*.

Supplemental *Pull-Out*

Students leave their mainstream classroom to receive ESL instruction that focuses on grammar, vocabulary, communication skills, and cultural literacy. The emphasis is on language learning not academic content tutoring.

Supplemental *Push-In*

EL Specialists come in to the mainstream classroom to assist or team with the classroom teacher in content lessons.

Supplemental *Sheltered High School English and History*

Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.

Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Students have the option of taking core sheltered English and History classes and/or an elective ESL class at the Tech Center.

The WIDA English Language Proficiency Standards are used to guide instruction and evaluate student progress.

Students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension (W-APT or ACCESS). The EL teacher along with the EL Committee determines the amount of time each student will receive supplemental EL services. The team considers ACCESS scores, classroom achievement, test data, and teacher recommendations when making this decision.

All LEP students served by the system's EL program participate in every aspect of the total school program. They receive services from the library, counseling, art, music, physical education, and special education programs on the same basis as the English-speaking students.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

EL ADVISORY COMMITTEE

The Madison County EL Advisory Committee is comprised of EL teachers, district administrators, principals, classroom teachers, EL parents, and community stakeholders. This committee meets formally and informally throughout the year via emails, the Google Drive, meetings, and phone calls. The Advisory Committee reviews the efficacy of the Madison County EL program and implements continual improvement measures.

The *Madison County Comprehensive District English Learner Plan and Resource Guide* is reviewed and monitored throughout the school year. Implementation of the plan is reviewed periodically at district Advisory Committee meetings and EL team meetings. Goals and progress are communicated to the faculty, parents, students, and stakeholders through staff meetings, professional development, and social media so there is a shared commitment for a quality education for all students in the Madison County School System.

Copies of the Madison County Comprehensive District English Learner Plan and Resource Guide are located in on the district website.

The EL Advisory Committee for 2018-2019 is:

Mrs. Kerrie Bass, Supervisor of Federal Programs

Kim Gullede, Parent at Riverton Elementary

Maria Hernandez, Parent at Riverton Intermediate and Mt. Carmel Elementary

Svetlana Muzyaka, Parent at Endeavor Elementary

Dr. Nancy Curry, School Improvement and Reading Resource Specialist

Mrs. Ana Meininger, Registrar Sparkman High School

Mrs. Stacey Benson, EL Specialist

Mrs. Amanda Foss, EL Specialist

Mrs. Sarah Threlkeld, Lead EL Specialist

Ms. Mary-Audra Sharp, EL Specialist

2) Methods for identification, placement, and assessment

The systematic procedure for the identification of possible LEP students is as follows:

1. During the enrollment process, every parent or student will complete the Home Language Survey (HLS) that is part of the MCBOE registration form.
2. The MCBOE staff member who collects the enrollment information will immediately refer all students who indicate a language other than English on the Home Language Survey to the EL teacher. This includes students who appear to be fluent in English as well as foreign exchange students.
3. Completed HLS are filed in each student's cumulative folder.
4. Kindergarten students taking the W-APT™:
In the first semester of school, have a composite score less than 25.

In the second semester of school, scores are Listening & Speaking less than 28 and Reading less than 12 and Writing less than 14.

First grade students taking the W-APT™ in the first semester of school is: Listening & Speaking less than 29 and Reading less than 14 and Writing less than 17.

First grade students in the second semester of school and students in grades 2-12 taking the WIDA Screener Online is less than 5.0.

The proficiency level for students in grades 1-12 taking the WIDA Screener Online is 5.0. Any student scoring lower will be identified as limited-English proficient and will be placed in the English language development program.

The Screener/W-APT is considered as one piece of evidence in the decision-making process regarding placement. If a student scores proficient or higher on the Screener/W-APT, teacher judgment, other assessments, and amount and quality of previous schooling will also be factored into the decision when needed.

After the determination is made to place the student in the EL program, the EL teacher will notify the parent using the NCLB Title III guidelines. Madison County uses ELlevation parental notification documents that have notification letters in most languages. Parents have the right to waive EL services for their student.

To ensure that there are no barriers to enrollment of language minority students, schools are aware that these students can enroll at any school *even if they do not have:*

- A birth certificate
- Immunization records
- Proof of citizenship
- A social security number
- Legal custody documentation signed by a judge

Please see memo: Enrollment and Intake Procedures of Language Minority Students in appendix and refer to Madison County School Board Policy 6.1.2 d (Required Documentation for enrollment)

<https://1.cdn.edl.io/YPQNCYaZtpgFVosp2WDLoniHSw7iCXanVZJAQ3NierwAFmeh.pdf> and 7.12.1 (Admission) and 7.12.2 (Removal of Barriers)

<https://4.files.edl.io/9c12/07/03/18/141127-b38cd4e7-3e7a-4212-a70f-822e9165bd25.pdf>

PLACEMENT of EL students: Madison County Schools ensures that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translations should be sought so that credits can be awarded.

ASSESSMENT of EL students: Madison County Schools assesses all English Learners annually with ACCESS for ELLs 2.0® English language proficiency test.

EXIT REQUIREMENTS

All ELs in Grades K-12 participate in the annual ELP assessment (ACCESS for ELLs 2.0). Students who reach an overall composite of 4.8 in the reading, writing, listening, and speaking domains on the WIDA ACCESS for ELLs 2.0 annual assessment exit from services and become former ELs for four years.

MONITORING EXITED STUDENTS

Students who make the required score to exit from ESL services are placed on monitoring status for four academic years. EL stakeholders and teachers communicate at least once each nine weeks during the first year and at least once each semester during consecutive years to ensure that the exited student is functioning successfully in the mainstream classroom. Students are classified as Former English Learners Monitoring Years 1-4 (FEL-1-4) during this monitoring period. Upon successful completion of four years of monitoring, ELs are classified Former English Learner (FEL) and are no longer included in the LEP subgroup for accountability purposes.

During monitoring, students who perform poorly in their academic courses and standardized tests may be considered for re-entry into the EL program and receive EL services. If the EL committee believes the student is struggling due to language issues, the student can be re-screened using the Screener/W-APT. If the student is not proficient, s/he will re-enter the ESL program. Any students who have re-entered the program will be classified as "LEP2" and will go through the exiting procedures described above.

Section C: Programs and Instruction

- 1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

Every school year, MCSS completes a Comprehensive Needs Assessment (CNA). The EL Advisory Committee considers data from the CNA, EL Program Evaluation, ACCESS reports, and other testing data and informal feedback from schools to inform goals for the next year and assess progress in the previous year.

RATIONALE FOR EL PROGRAM

The Madison County school district covers a large geographic area with suburban and rural areas. The district has 29 schools with an area of 806 square miles. There are four full-time EL teachers and no EL instructional assistants. In 2017-2018, there were approximately 20,000 students with 187 EL students. The students are spread out throughout the district and are not substantially clustered in any one area.

The Madison County Schools EL program focuses on developing literacy in English using programs that are compatible with the large geographical area and small EL population. English Learners are provided content-based English instruction from EL and content teachers with supplemental English Language Development (ELD) pull-out from EL teachers when needed. There is also an opportunity for additional ELD instruction with push-in from the EL Teachers. The EL program is also able to utilize the Career Technical Center to provide EL instruction opportunities that are

usually found in high-density EL populated school districts: high school elective ESL class and high school sheltered English and History. The EL teachers also serve as EL resource personnel using the coaching model. The AL CCRS and the WIDA English Language Proficiency Standards are used to guide instruction and evaluate student progress.

A case for a Content-Based ESL Program by the Center for Advanced Research on Language Acquisition (CARLA) <http://carla.umn.edu/cobaltt/CBI.html>:

“Natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur (Curtain, 1995; Met, 1991); second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself; ‘People do not learn languages and then use them, but learn languages by using them’ (GUGD website) [see Georgetown stats]; however, both form and meaning are important and are not readily separable in language learning (e.g., Lightbown & Spada, 1993; Met, 1991; Wells, 1994).”

“Second language acquisition is enhanced by comprehensible input (Krashen, 1982; 1985), which is a key pedagogical technique in content-based instruction; however, comprehensible input alone does not suffice—students need form-focused content instruction (an explicit focus on relevant and contextually appropriate language forms to support content learning) (Lyster, 1987; Met, 1991; Swain, 1985).”

“Cummins' (1981) notion of Cognitive Academic Language Proficiency (CALP) as contrasted with Basic Interpersonal Communication Skills (BICS) shows that students need to be learning content while they are developing CALP; there is not enough time to separate language and content learning; postponing content instruction while students develop more advanced (academic) language is not only impractical, but it also ignores students' needs, interests, and cognitive levels (consider severe time constraints on language study prescribed by U.S. higher education, Byrnes, 2000).”

2) How the LIEP will ensure that ELs develop English proficiency

PRACTICE OF CONTINUOUS IMPROVEMENT AND USE OF DATA

The Madison County EL Advisory Committee (ELAC) annually reviews district EL student data and the district EL team regularly reviews individual EL student data. Annually MCS completes the Main EL Data Report. Some Madison County Schools individually complete and implement sections of the A-CIP related to ELs and all schools review individual EL student data at data meetings. The district assessment team reviews data from the EL sub-group.

SUPPORT FOR CONTINUOUS IMPROVEMENT

Every school in the district has an EL teacher assigned to support the EL students, classroom teachers, and other school personnel. MCBOE uses funds from the general fund to pay for the salaries of these teachers. The EL teachers work with administrators, classroom teachers and other resource personnel to improve the English language learning of the LEP students. EL teachers provide EL professional development for: every teacher with an EL student, grade levels, departments, and whole-schools. The MCS EL department partners with professors at UAH who also provide EL PD. This year, all schools will receive TESOL books that connect ELA, Math, Science, and Social studies to WIDA standards from a UAH grant called Project HAPPENS that MCS has partnered with UAH for four years.

WIDA ELP STANDARDS

All teachers with EL students use the WIDA ELP standards to inform their instruction of English Learners. Classroom/content teachers will have access to the TESOL eBooks for each school that connect content to the WIDA standards. EL teachers and classroom/content teachers will collaborate to integrate the WIDA ELP standards into the curriculum.

3) Grading and retention policy and procedures

EL GRADING GUIDELINES

MCS uses Grading Guidelines from the AL EL Guidebook:

Grading of ELs is 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 are adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) is maintained by the classroom teacher.

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

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

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.

Lack of ability to read and write in English is not the basis for an "F".

4) Specific staffing and other resources to be provided to ELs through the program

INSTRUCTIONAL STAFF

Madison County Schools employs four certified teachers in the English Language Learner Program. The teachers are itinerant and serve all schools in the system. All of the teachers have their EL certification. EL teachers are hired using the same procedures as all employees in the school system. All teachers in the English language instruction education program are fluent in English. All EL Teachers follow the MCBOE EL Teacher Standards as well as the ALQTS. (Please see standards below.)

Madison County Schools EL Teacher Standards

- Standard 1** EL teachers understand the process of language acquisition and development and the role this process plays in their students' educational experience.
- Standard 2** EL teachers understand and adhere to the Alabama and Federal guidelines for educating EL students.
- Standard 3** EL teachers understand students' cognitive, affective, psychological, social, and cultural development and backgrounds.
- Standard 4** EL teachers understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English learners (EL's).
- Standard 5** EL teachers collaborate effectively with content/classroom teachers to maximize student learning.
- Standard 6** EL teachers are able to effectively use formal and informal assessment strategies that include methods to promote the language development of the learner.
- Standard 7** EL teachers are reflective practitioners who actively seek opportunities for professional development.
- Standard 8** EL teachers promote acceptance and understanding of cultural and language diversity in the community and in the school and recognize that the students' primary culture plays a crucial role in their adaptation to United States culture.
- Standard 9** EL teachers know how to serve as advocates for EL students and facilitate family and community involvement in their education.
- Standard 10** EL teachers serve as EL Collaborative Partners to provide support, feedback, and assistance to classroom teachers and school administrators to provide ongoing and meaningful EL professional development for all stakeholders.

ESL staff, content teacher, and administrator Professional Development

One of the MCBOE Title III goals is to provide ongoing, high quality professional development (PD) for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. This is achieved through various types of professional development.

EL teachers are part of a Professional Learning Community (PLC) in which they attend EL PD and then share the knowledge with the team. EL teachers also provide EL PD for each other in addition to using the coaching/partnership model to provide EL PD for content-area teachers and administrators. This year, the MCBOE EL team will meet with the Huntsville City Schools and Madison City EL teams to share ideas and resources. MCS EL continues to have a partnership with professors of education and linguistics at UAH and has participated for four years in an EL grant they received called [Project HAPPENS](#). Goals of Project HAPPENS:

1. Deliver high quality professional training to educational personnel who work with English Learners in the local school systems.

2. Deliver degree coursework to pre-service and in-service teachers who are preparing to work with English Learners in the local school systems.
3. Host an online repository of information and resources to enhance access to relevant, high quality materials that will allow educational personnel to most effectively meet the needs of linguistically and culturally diverse learners.

Madison County utilizes Google Drive for an online EL Professional Learning Community. Madison County Schools participates in the state SAMUEL trainings and other EL training led by the ALSDE Regional Coach, Debbie Baeder.

5) Method for collecting and submitting data

The EL department is responsible for collecting and submitting data in accordance with SDE EL requirements. The EL department is aided by secretaries, registrars, attendance personnel, counselors, EL Contacts, and INOW/Chalkable technicians and uses the registration form which includes the HLS and other information to procure and maintain applicable data in INOW/Chalkable. Ongoing professional development is held to ensure there reliable and accurate information is entered in INOW/Chalkable. This year Madison County will implement ELlevation, a new EL data resource tool: <https://ellevationeducation.com/home/wida>

6) Method for evaluating the effectiveness of the program

Madison County Schools evaluates the effectiveness of the EL Program by using:

- ACCESS for ELLs results
- A-CIPs
- EL Program Survey
- Standardized test results
- Student progress/grade reports
- EL Main Data Report
- Immigrant Report (when applicable)

Additionally, MCBOE EL looks at:

- Student participation
- Parental involvement
- Community involvement
- Content-area teacher involvement
- Non-public school EL data (if applicable) to gauge the effectiveness of the program.

The EL Advisory Committee, the Instructional Department, Federal Programs, and the EL Team meet to discuss the above items and evaluate the effectiveness of the Madison County EL Program. Both English proficiency and progress with state standards are considered when discussing program effectiveness.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

Special Services and English Learners

Special education programs and services (including Gifted) are provided in accordance with federal law. Madison County Schools has a relatively small population of ELs who speak over 25 different languages so it is not realistic to administer Special Education assessments in the every native language of the EL students. MBCOE uses a non-verbal IQ tests to help determine special needs. When possible, the Special Ed department will use assessments in students' native languages.

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

ELs are eligible to receive SES on the same basis as all other students. Care is exercised to ensure that limited-English proficiency is not the basis of a referral. Madison County Schools has procedures in place to address this. For RTI or Special Education Services placement three forms are filled out: Parent Interview Meeting form, Classroom Teacher EL RTI Referral form, and EL Teacher RTI Referral form (please see appendix) that gather pertinent information to help determine if a child needs additional support beyond the English Language program.

A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability includes all of the components as listed in the Alabama Administrative Code. The IEP team considers 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 are made at meetings and in written communications for the non-English speaking parent. Madison County uses Language Link and interpreters to interpret during IEP meetings and communicates with parents in their native language when needed.

Section 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

PARTICIPATION IN STATEWIDE ASSESSMENT

Madison County Schools follows the state-administered assessment protocol.

All ELs, whether they receive or waive supplemental Title III services, are tested annually on ACCESS for ELLs® 2.0 state English proficiency test.

SPECIAL ACCOMMODATIONS FOR TEST ADMINISTRATION

EL students may require accommodations on state assessments because of their level of language proficiency. These accommodations occur in classroom instruction and on classroom tests on a regular basis. The accommodations are prescribed on the students' I-ELP.

COORDINATION AND COMMUNICATION

The EL Department coordinates with the District Testing Specialists to ensure EL student participation in state tests. The District Testing Specialists clearly communicate testing requirements for ELs.

Additionally, the EL team and the District Testing Coordinator regularly communicate with administrators and BTCs during meetings to relay this information.

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

Madison County individual schools are responsible for making interim progress, see below. Schools not making interim progress will need to have additional EL professional development and A-CIP goals.

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 for ELLs 2.0).

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 ACCESS for ELLs 2.0 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 ACCESS for ELLs 2.0.

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. Refer to Table 1:

Table 1

Cumulative Growth						
Initial Year	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1.0	1.6	2.3	2.9	3.5	4.2	4.8
1.1	1.7	2.3	3.0	3.6	4.2	4.8
1.2	1.8	2.4	3.0	3.6	4.2	4.8
1.3	1.9	2.5	3.1	3.6	4.2	4.8
1.4	2.0	2.5	3.1	3.7	4.2	4.8
1.5	2.1	2.6	3.2	3.7	4.3	4.8

1.6	2.1	2.7	3.2	3.7	4.3	4.8
1.7	2.2	2.7	3.3	3.8	4.3	4.8
1.8	2.3	2.8	3.3	3.8	4.3	4.8
1.9	2.4	2.9	3.6	3.8	4.3	4.8
2.0	2.6	3.1	3.7	4.2	4.8	
2.1	2.6	3.2	3.7	4.3	4.8	
2.2	2.7	3.2	3.8	4.3	4.8	
2.3	2.8	3.3	3.8	4.3	4.8	
2.4	2.9	3.4	3.8	4.3	4.8	
2.5	3.0	3.4	3.9	4.3	4.8	
2.6	3.0	3.5	3.9	4.4	4.8	
2.7	3.1	3.5	4.0	4.4	4.8	
2.8	3.2	3.6	4.0	4.4	4.8	
2.9	3.3	3.7	4.0	4.4	4.8	
3.0	3.5	3.9	4.4	4.8		
3.1	3.5	4.0	4.4	4.8		
3.2	3.6	4.0	4.4	4.8		
3.3	3.7	4.1	4.4	4.8		
3.4	3.8	4.1	4.5	4.8		
3.5	3.8	4.2	4.5	4.8		
3.6	3.9	4.2	4.5	4.8		
3.7	4.0	4.3	4.5	4.8		
3.8	4.1	4.3	4.6	4.8		
3.9	4.1	4.4	4.6	4.8		
4.0	4.3	4.5	4.8			
4.1	4.3	4.6	4.8			
4.2	4.4	4.6	4.8			
4.3	4.5	4.6	4.8			
4.4	4.5	4.7	4.8			
4.5	4.6	4.7	4.8			
4.6	4.7	4.7	4.8			
4.7	4.7	4.8	4.8			
4.8	4.8	4.8	4.8			

Interim Progress

Targets were established based on two years of statewide district data. The table shows the percentage of ELs within a district and respective schools that must make the progress target in order to meet the ELP indicator. Each year, the proportion of students in a district expected to make progress in ELP increases.

Table 2 illustrates the target percentage for all LEAs. Each LEA will calculate numbers based on the 2016-2017 baseline data for the district. Interim Progress is reported as the percentage of students in a district who make progress in their overall score. The same percentages are used for each school in each district to calculate interim progress.

Table 2

Progress Targets Based on Previous Year's Data	
Year	Targets
2017	40%
2018	47.5%
2019	55%
2020	62.5%
2021	70%
2022	77.5%
2023	85%

For example: In the 2017-2018 school year, 47.5% of ELs in an LEA who took ACCESS for ELLs 2.0 would have to make their cumulative growth target to meet the interim progress target.

Section E: Parent, Family, and Community Involvement

- 1) Methods for promoting parent involvement activities to help improve student achievement

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. The Madison County EL Team is looking into innovative ways to connect with parents of ELs and to connect with the community.

The Madison County EL team researched and created a SHARE Directory for the EL families and school personnel, especially counselors. The SHARE Directory compiles information that is helpful for immigrants and newcomers. The EL department contacted the Huntsville Mayor's office and learned that no such directory existed, so the EL department created one. The directory includes information about: public services, Madison County Schools, animal services, children's services, education,

language classes, job training, financial assistance, food banks, legal issues, medical and dental, multicultural organizations, translation services, transportation, and more. MCBOE reached out to the community to gather information about all of these services and in doing so found support and donations from local services and businesses for immigrant and EL students and families.

In the 2010-2011 school year, Madison County schools hosted its first annual SHARE Fair: connecting immigrant/EL students, their families, and the community. Community organizations were invited to come and share their beneficial services that are available for immigrant/EL families. Please see the Huntsville Times article about the SHARE Fair:

http://blog.al.com/breaking/2011/03/madison_county_schools_share_r.html

From 2014-2015, through to the current year, the Madison County EL Department teamed up with the Samford Leadership cohort to present a district-wide EL Family Night. Please see highlights from the 2014-2015 event: <https://www.smore.com/5dfgc>. The 2018-2019 EL Family Night is tentatively scheduled for November 2018.

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

- *EL identification, placement, exit, and monitoring*

According to NCLB Title III requirements, MCBOE will, not later than 30 days after the beginning of the school year, and ESSA requirements of 14 days during school, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

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

Madison County uses ELlevation to inform parents in a language and/or manner that the parents can understand.