


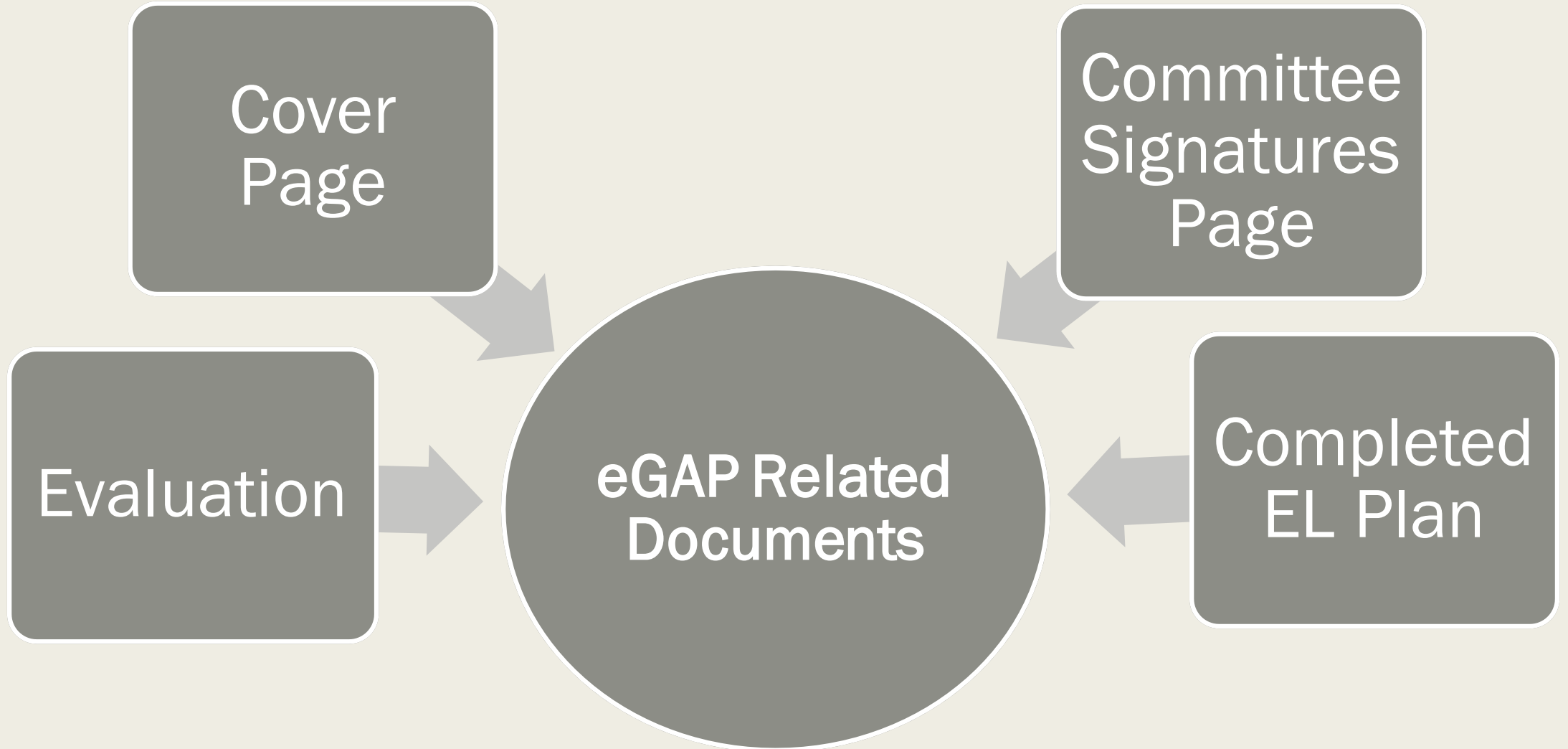


EL/TITLE III

Federal Programs Fall Conference
September 5-7, 2019



EL Plan (3116) For **All** Districts



Continue verifying EL data monthly

- ✓ **Student names**
- ✓ **Student languages** – Language codes have been updated in Chalkable/INow. There are now over 500 languages. We are using the same language codes the federal government is using, ISO 639-2. Codes will be updated in the Student Management System Data Code Manual and Users Guide for reference.
- ✓ **Verify EL information** – Verify the check box, and country of origin
- ✓ **EL Status** – EL status designations have also been updated in Chalkable/INow. Please make certain these codes have been updated correctly, verify that first year ELs are coded EL-1, and EL-1 students maintain that designation for a full calendar year.
- ✓ **US LEP Entry Date and LEP Exit Date** have been updated to EL Program Entry Date and EL Program Exit Date. Verify both dates, if applicable. The EL Program Entry Date is the date the student enters the Language Instruction Education Program.
- ✓ **EL Waived Title III Services**, if applicable.
- ✓ **Verify Immigrant Status** – Verify the check box, date, and country of origin. Students can only receive an immigrant coding for up to three years. Once a student completes three years of immigrant status, do not uncheck immigrant status until July 15.

Supplanting

An SEA or LEA cannot use Title III funds to provide...

- 1. Services that the SEA or LEA was required to make available under other federal, state, or local law;*
- 2. Services that the SEA or LEA provided with other federal, state, or local funds in the prior year; or*
- 3. The same services to Title III students as it provided to non-Title III students with non-Title III funds.*

Supplement not Supplant

- First - Use local and state on your LIEP
- Second - Use Title I to supplement your LIEP
- Third - Use Title III on top of the other money you have used to support your LIEP

	Positive Growth						
Year	Year 1	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		

16-17

17-18

18-19

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	

17-18

18-19

19-20

5% Growth

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%

ALSDE English Learner Guidebook



Updated September 4, 2018

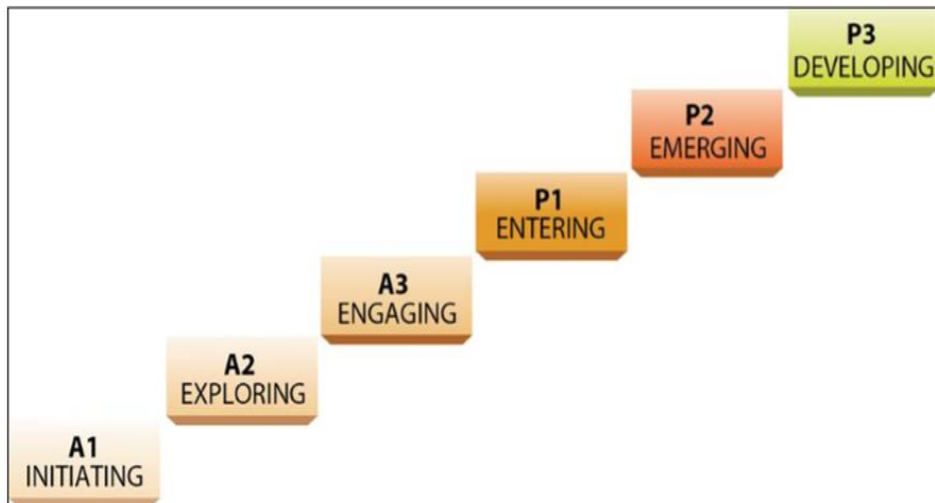
Exiting Students on WIDA® Alternate ACCESS for ELLs™

Proficiency Levels

The Alternate ELP levels for Alternate ACCESS for ELLs were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELLs who have significant cognitive disabilities and thus would give those students a chance to demonstrate progress. The Alternate ELP levels defined for Alternate ACCESS for ELLs are:

- A1: Initiating
- A2: Exploring
- A3: Engaging.
- P1: Entering
- P2: Emerging
- P3: Developing

These levels are illustrated in Figure 1 below.



Alternate ACCESS for ELLs Exit Criteria for ELs in Alabama		ALL Grades (K-12)
All language domain taken? Y/N	Qualifies as English Proficient /Exit	
Yes	<ol style="list-style-type: none"> 1. If the EL student achieves an overall composite score of P1 or P2 on <u>two consecutive administrations of the test</u> OR achieves the same proficiency level score of A1, A2, or A3 for three consecutive administrations of the test, AND 2. The ESL committee and IEP committee both recommend that the EL student be reclassified and exited from ESL services. <ul style="list-style-type: none"> • If the above criteria is met, the student is reclassified as former EL (FEL-1). • Student may continue to receive EL accommodations within the classroom during the four years of monitoring. 	
No	<ol style="list-style-type: none"> 1. Proficiency level scores on all domains taken remain consistent for <u>three consecutive administrations</u> of the test, AND 2. The ESL committee and IEP committee both recommend that the EL student be reclassified and exited from ESL services. <ul style="list-style-type: none"> • If the above criteria is met, the student is reclassified as former EL (FEL-1). • Student may continue to receive EL accommodations within the classroom during the four years of monitoring. 	