

EL Plan

Oxford City (181) Public District - FY 2024 - Consolidated - Rev 0 - Improvement Planning

Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

Local Education Agency (LEA) Name:

Oxford City Schools

LEA Contact for ELs:

Laura Phillips

Name:

Laura Phillips

Signature:

Laura Phillips

Position and Office:

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Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

Assurances

The LEA will:

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

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

Assure that all schools in the LEA are in compliance for serving English learners

Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.

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**)

Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.

Assure that the LEA has an **Equitable Services Implementation plan**, if applicable.

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

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*EL Advisory Committee Signatures

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/federal/programs.

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

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required 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)**

B. Identification and Placement Procedures

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

Oxford City Schools will establish/maintain an EL Advisory Committee for the purpose of program needs assessment, program evaluation, and the development of the Comprehensive English Learners. This committee includes central office administrators, assessment specialists, school administrators, school counselors, ESL staff, parents, and community representatives who work with these students and their families in other settings. The EL Advisory Committee shall make recommendations to the LEA regarding its English Learners. Some examples of committee responsibilities would be to make recommendations program regarding: The English language development program. High-quality professional development for staff. Parental involvement programs to further student success. The budgeting of state, local, and federal funds. The English language program evaluation. Support EL School Teams as needed.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- Home Language Survey
- WIDA Online Screener (1st-12th Grade)
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- ACCESS for ELLs 2.0®

A Home Language Survey shall be administered to every student upon initial enrollment. If provided in electronic format, the same required questions will be included. This begins the procedure to identify, assess, and place English learning students, including immigrant children and youth, who have a primary/home language other than English. Upon registration for the first time, parents and/or students in grades kindergarten through twelve are asked to complete a Home Language Survey (HLS) provided by Transact. This survey must include, the OCR and DOJ approved questions: 1) Is a language other than English spoken in the home? 2) Is your child's first language other than English? 3) What language did your child learn when he/she first began to speak? 4) What language does your child most frequently speak at home? 5) What is your child's country of origin? A translation to appropriate language is available as needed through Transact®, and the assistance of a bilingual translator may be required for completion of the survey. The completed survey becomes a part of the student's cumulative record. 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. School system procedures for placement of general student population are followed. If any response on the HLS indicates the use of a language other than English by the student, individual in the home, the student is referred for an English proficiency screener. The registrar notifies the counselor to complete a referral to conduct further assessment. 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. Assessments of English language proficiency will be conducted for two purposes: to determine the development and attainment of English proficiency and to make appropriate instructional and program decisions. The State required screening assessments will be administered by the Assistant Principal or ESL teacher to determine the student's English-language proficiency level. Enrollment Policy. It is the policy of the Oxford City School System that every English Learner is allowed to attend school, regardless of ability to produce birth certificate, social security number or immigrant documentation. Children may not be excluded from school because they

do not have a social security number (Plyler v. Doe). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents. The district will use procedures described in Alabama Administrative Code to create a student number. Procedures will be developed and followed so that students learning English will be considered for EL services. The staff at Oxford City Schools will make every effort to obtain immunization records. If the parents do not have immunization records available, information may be obtained from a previous school. The staff will also work collaboratively with community and area agencies to facilitate the school enrollment process. Bilingual translators will provide counselors with assistance in communicating methods of meeting immunization requirements for entrance into school. Program Placement Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. English Learners identified through the HLS during registration at the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. English Learners who register after the beginning of the school year must be assessed within ten (10) days of enrollment. The LEA will record the registration date as "original entry date in STI or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test. The ESL teacher will review the student's records and gather all pertinent data. If this data includes scores for the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLS 2.0) assessment from a previous school, the results may be used to establish English language proficiency. When there are no former ACCESS scores, the Assistant Principal or ESL Teacher will assess the student using the WIDA Online Screener for grades 1-12 and the WIDA-ACCESS Placement Test for Kindergarten (WAPT) or WIDA Model for Kindergarten to help determine eligibility for placement in the English language development program. The WIDA Online Screener and W-APT/WIDA Model for Kindergarten 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 educational program. The WIDA W APT Kindergarten screener and the WIDA Model for Kindergarten may be used until the Kindergarten Screener Online becomes available.

3) Include the **method and procedures for exiting students from the English Language Instructional program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

A student may be exited from the EL program when the following criteria apply: 1. The student meets State ACCESS level requirements. (4.8 Composite Score or higher) 2. The EL Committee convenes to review and determine if an EL meets all the following: Work samples/grades of the student are examined and indicate on-grade-level performance without accommodations in the core content classes (math, science, social studies and English). Teacher observation indicating student readiness to work in the classroom on regular curriculum activities without accommodations or assistance. Other formative and summative assessments 3. The parent of the student requests that his/her child no longer receive EL services. When EL students score a 4.8, they will exit the ESL program. A meeting will be held to exit students and students will be monitored for four years. During this four year monitoring, the committee can meet and determine if the student is not performing without ESL support and services. The WIDA Screener Online (Grades 1-12) may be used to rescreen former EL students to determine if language is a barrier to instruction. If language has been determined to be a barrier to instruction, the student may be placed back into the ESL program. Exit criteria should be the same statewide and that exit criteria is a 4.8 composite score on ACCESS for ELLS 2.0. Monitoring ELs Who Have Exited the EL Program After the above criteria have been reviewed, a recommendation will then be made for exiting the program within two weeks. A follow-up review will be updated to verify that the student is functioning academically and socially in the new setting. Students who are exited from ESL services are placed on monitoring status for four academic years. The EL teacher will continue to monitor the student for the next four years. During the monitoring time, the EL teacher and classroom teacher(s) communicate regularly (at least once every nine weeks during the first year of monitoring, and at least once each semester during the second, third, and fourth years of monitoring) to ensure that the exited student is functioning in the classroom without EL support. Students are classified as FEL 1 (Former English Learner, Monitor Year 1) during the first year of monitoring, FEL 2 (Former English Learner, Monitor Year 2) during the second year of monitoring, FEL 3 (Former English Learner, Monitoring Year 3) during the third year of monitoring, and FEL (Former English Learner, Monitoring Year 4) during the fourth year of monitoring. Upon successful completion of four years monitoring, ELs are classified as

Former English Learner (FEL) and are no longer included in the EL subgroup for accountability purposes. If the student is having difficulty, then he/she will be recommended to the EL Committee. Progress monitoring may include: review of grades, review of formal & informal student assessment results, review of student work samples, interview with the student, interview with the student's parent(s) or guardian

C. Programs and Instruction

1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP.

- Process the system uses to conduct a comprehensive needs assessment

- Rationale for selecting the particular EL program/s and how they are evidence-based

A comprehensive needs assessment is conducted by the LEA and by individual schools. The following data is analyzed :ACCESS for ELs 2.0, Standardized Achievement Tests/Summative Data, AIMS Web Plus, Graduation Rates, Benchmark Data Results (STAR), Desegregated Data of current ELs, Former ELs and never ELs. Content English Learners must simultaneously learn English and content. The World-class Instructional Design and Assessment (WIDA) Consortium, of which Alabama is a partner, has developed English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12. These standards have been adopted as a means to align curriculum, instruction, and assessment of ELs and also meet the requirements of the Every Student Succeeds Act (2015) by linking English language acquisition standards and state academic content standards. By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition. Instruction To provide effective instruction that leads to the timely acquisition of proficiency in English and enables each student to become proficient in the state's academic content and student academic achievement standards and in College and Career Readiness Standards, Oxford City Schools will implement various instructional methods that will be utilized by EL staff and general program teachers. To ensure that EL students gain the English language skills necessary to function successfully in an English-speaking academic setting, the following instructional strategies of language instruction will be utilized: instruction that makes content comprehensible, Adequate amount of pre-activities and modeling, Meaningful hands-on activities that contextualize abstract concepts, Opportunities for all students to feel successful by providing appropriate, accommodations for the needs of students" different proficiency levels, Integration of language skills, thinking skills, and content knowledge. There will be communication and collaboration between ESL teacher(s) and content-area teachers to determine appropriate instructional strategies and assessments for the same challenging academic content as outlined in the Alabama Course of Study for Reading, Math, Science, and Social Studies. ELs remain in the regular classroom for academic subjects with classroom teachers who are trained to aid the ELs so that they can effectively participate in classroom activities and comprehend the academic material being presented. The primary program of instruction used by Oxford City schools is English as a Second Language (ESL). ESL is a program of techniques, methodology, and special curriculum designed to teach ELS explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains. The service delivery model Oxford City Schools uses is the Sheltered Instruction Model. This ESL delivery model is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. This method requires that teachers deliver content (social studies, math, science, and language arts) in ways that are comprehensible to the student while also promoting their English language development. Sheltered Instruction helps ELs acquire proficiency in English while at the same time achieving in content areas. In addition to sheltered instruction, interventionists and ESL teachers deliver language development services through both Pull-Out and/or Push-In instructional approaches. ESL Pull-out In this approach, students are taken out of their mainstream classroom, in the same facility, for a scheduled time with an interventionist or ESL teacher to receive English language development instruction. Interventionists and ESL Teachers, who may or may not be bilingual, will provide the pull-out instruction. The focus of instruction is on English language development which promotes content area comprehension. ESL Push-In The same goals are applied as in ESL Pull-out; however, an interventionist or ESL Teacher will provide

instruction by working with ELs in the regular classroom. Summary These programs will be implemented in various ways to best meet the needs of ELs in Oxford City Schools

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs Support the LEA provides each school with respect to continuous improvement practices LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum Teacher integration of the WIDA ELP Standards in lesson plans Continuous Improvement Plan (CIP)-Each school writes a Continuous Improvement Plan (ACIP) to indicate how and when goals and strategies will be met and to evaluate the effectiveness of the program. Each plan includes goal(s), action step(s) and specific strategies for increasing the percentage of students making progress achieving English language proficiency. The Central Office CIP Committee monitors implementation of each plan by conducting on-site school walk-throughs, instructional rounds, and debriefing sessions with each school's CIP Team. Adjustments will be made due to current pandemic. Data Meetings-Data Meetings are held with all certified staff at individual schools. Data is analyzed to drive teacher instruction and student achievement. Problem Solving Team-Problem Solving Team meetings are held at individual schools. Data is analyzed to determine effectiveness of instruction and program evaluation.

3) Describe the **grading and retention** policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

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 2015). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher. (Alabama EL Policies and Procedures Manual) Assessments must allow students to demonstrate their knowledge and skills in spite of language barriers. Alternative assessments are to be used when needed. Examples of alternative assessments include but are not limited to portfolios, presentations, oral reports, making lists, or any product that allows a student to express what they have learned. An accommodations folder for each EL is to be kept in the regular classroom with evidence of accommodated work and assessments. Grades placed in a student's cumulative folder is based on the students' level of proficiency and must reflect the student's academic achievement on grade level academic content and student academic achievement standards When applicable, designate on the report card that an EL has received grading accommodations. School districts are directed, by federal law, to ensure that English Learners can participate meaningfully in the districts' educational program. This does not mean that ELs cannot fail. Rather, the classroom teacher must provide full documentation of accommodations having been made to assure the student full access to the content. Classroom teachers and the ESL teacher must collaborate in order to guarantee this access. Evidence and documentation of instructional and assessment accommodations are kept by the classroom teacher in each ELs accommodations folder.

When a student is not demonstrating mastery and appropriate assessment suggestions have been implemented, the classroom teacher will collaborate with the ESL teacher to consider other accommodations. If the student is still not performing successfully, the EL Committee will convene to review the child's accommodations folder and discuss other possible strategies. Retention of ELs shall not be based solely upon level of English language proficiency (Lau vs. Nichols) Prior to considering retention of an EL, the following points should be addressed and documented by 1. What is the student's level of English language proficiency? 2. Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress? 3 To ensure meaningful participation, are classroom accommodations being made in the areas of: Teacher lesson delivery? Activities and

assignments? Homework? Formal and Informal Assessments 4. How much individual English language development instruction is the student receiving during the school day? 5. Has an alternate grading strategy been implemented (e.g., portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)? 6. Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for the students learning English? 7. Do the report cards indicate that students were graded according to their I-ELPS? Yes Homework? At the end of each nine-week grading period, the ESL Teacher will review the grades of ELs. These grades will be discussed with the principal and EL Committee, if needed. Grades will be filed in the student's cumulative record

4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

Oxford City Schools will strive to employ educational personnel who have formal training in second language acquisition. All teachers and paraprofessionals in any language instruction educational program for English Learners are fluent in English, including having written and oral communication skills. ESL staff members are responsible for English language instruction for ELs. They may also provide tutoring and monitoring to English Learners and Former English Learners (FEL) as indicated in the Individual English Language Plan (I-ELP). 1.All ELs will receive their primary instruction from certified teachers through the regular academic teacher. If sufficiently qualified teaching applicants are not available, non-certified applicants may be employed who are bilingual, have EL experience, and/or have EL training. Non-certified ESL personnel will work under the direct supervision of a certified teacher. Currently a Federal Programs Coordinator, (6) ESL teachers, and (1) bilingual translator are employed by Oxford City Schools.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

Periodic data verifications are made to ensure that data requested by the ALSDE is correct. Upon identification and placement, students are given a code in the STI Program. The SDE uses the following coding system for ELs: EL 1- Active EL students who are in their first year in a U.S. school. EL2- Active EL students who are in their second year or more in a U.S. school. FEL 1- (Monitoring Year 1)- Students who have exited the ESL program and are in their first year of systematic monitoring by the ESL teacher. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS 2.0 English Language Proficiency test. FEL 2- (Monitoring Year 2) - Students who have exited the ESL program and are in their second year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS 2.0 English Language Proficiency test. FEL3- (Monitoring Year 3) - Students who have exited the ESL program and are in their third year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS English Language Proficiency test. FEL 4- (Monitoring Year 4) - Students who have exited the ESL program and are in their fourth year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS English Language Proficiency test. FEL- Former EL students who have

successfully completed four years of monitoring and are no longer an EL. LEP Waived Services- Students who are EL yet parents have refused supplemental Title III services. NOM PHLOTE- National Origin Minority Student Who's Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require EL services. Parents, however, may need information in their home.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle

- In relation to English proficiency and challenging state academic standards

Oxford City Schools will use a variety of methods to measure the adequate progress of ELS. Instructional specialists and ESL Teachers collaborate with classroom teachers for input on student progress. This input is shared and discussed at data meetings, collaborative planning meetings, and through coaching cycles held at each building. By following the District's Reading and Math Progressions in grades K-3, high stakes assessment preparatory materials in grades 3-8, and language and reading standards skills assessments and report card grades in 9-12th all ELS are receiving instruction that will move them toward the goals of attaining English proficiency while achieving high levels of instruction in core academic areas and becoming contributing members to the community. In order to track their progress, the following instruments will be used: *AIMSWEB benchmark scores along with progress monitoring scores for students in grades K-6. *STAR Reading Benchmark

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

Determining Eligibility All meetings regarding an EL must include personnel with qualifications and/or expertise second language acquisition to rule out limited English proficiency as the determining factor in eligibility decisions. If the student is assessed in English, then the disability should manifest in English. If the student is assessed in the native language, then the disability must be present in the native language. A student cannot have a disability in one language but not in another. ELs must be provided English language acquisition services that are an integral part of their IEP. The EL with disabilities has a right to the same individual special education services as other students. ELs are eligible to receive Special Education Services on the same basis as all other students. Care should be exercised to ensure that limited-English proficiency is not the basis of a referral. (See Appendix I, Information on preventing inappropriate placements of ELs in SES). In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs. A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP Team must consider the language needs of the student as those needs relate to the child's IEP when developing, reviewing, and/or revising IEPs (34 C.F.R. §300.346 (a)(2)(ii)). The IEP Team should consider a continuum of placement/service options. If they determine that both services are appropriate and necessary for the student to access the curriculum, then ELs may receive both special education and English language services concurrently. ALL ELs with Page 17 of 26 IEPs must have an EL plan documented on the profile page of the IEP. On the IEP, the Student Profile page should include a statement regarding the EL plan and the question "Does the student have limited English proficiency?" should be checked YES under Special Instructional Factors. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English (NOM-PHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language. ELs cannot be referred to the PST if language is the barrier to achievement. English Learners may be referred to the Problem Solving Team (PST) only after accommodations and differentiated instructional strategies have been provided for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. The PST is the appropriate vehicle if an EL is being discussed for

possible special education issues and language is clearly not the issue, provided ESL staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students. The school system assures: that the individualized education program for each child with disabilities is reviewed in accordance with Federal and State regulations, and that an evaluation of the child, based on procedures which meet Federal and State regulations, is conducted every three years or more frequently if conditions warrant or if the child's parent or teacher, requests an evaluation. Gifted and Talented-Oxford City Schools' Gifted Education Program is available to all students identified for placement in accordance with regulations established by the Alabama State Department of Education regardless of their race, ethnicity, sex, national origin, or primary language. In compliance with the Title VI Resolution Agreement, Oxford City Schools will focus on finding gifted students in under-represented populations. ELs will not be denied access to gifted services on the basis of EL status. Title I EL students are eligible for Title I services on the same basis as other students who receive service. Advanced Placement (AP) Courses English Learners are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams. ELs enrolled in AP courses will receive classroom accommodations when needed to access the content. This information is shared with parents and students.

D. Assessment and Accountability

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/Director

- Including communication of assessment and accountability requirements to schools

The system testing coordinator creates a district testing calendar. Additionally, the testing dates are on a district calendar and district timeline in a Google shared drive. The curriculum coordinator and superintendent communicate the role that the EL population plays in Accountability by turning around state trainings.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

Interim progress in terms of accountability regarding ELs is defined as: Making annual increases in the percent of children making progress in learning English Interim progress for ELs is determined using the following data: 1. Proficiency level of the EL 2. Targets for annual increases in English proficiency and attainment of English using a baseline. 3. Consistent methods and measurements to indicate progress in English proficiency (WIDA ACCESS for ELLS). 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 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. The number of years to achieve proficiency varies based on the students initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets. 2019-2020 EL Guidebook Office of Student Learning-- Federal Program Section 47 C. 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. Participation Requirements All ELs, whether they receive or waive supplemental Title III services, must be tested annually on the state adopted English proficiency test, Assessing Comprehension

and Communication in English State- to State for English Language Learners (ACCESS for ELLS 2.0). All ELs must participate in the statewide assessment program for accountability purposes with the following exceptions per ALSDE Memo. An EL student during his/her first 12 months of enrollment in U.S. schools is defined as an EL student who has attended schools in the United State (not including Puerto Rico) for 12 months or less. The definition provided a window (the student's first 12 months attending schools in the U.S.) within which time such a student is entitled to an exemption from academic content assessments in reading/language arts for accountability purposes.*Progress Reports - Student progress reports are sent to parents. The criteria used in these reports include achievement in core academic subjects and attendance in the regular classroom program for grades 5-12.

*Scores on the Language Proficiency Instrument Each student in the EL program will be given the WIDA Online Screener grades 1-12, W-APT for Kindergarten or WIDA Model for Kindergarten to assess language proficiency when the Home Language Survey indicates that they are an English Learner. This assessment tool will be administered upon their arrival from another destination and will be measured with the ACCESS for ELLS assessment in the spring. The scores are compiled on a chart by the ESL Teacher and compared to measure adequate progress in language acquisition. *EL and FEL Monitoring Forms completed each nine week grading period Through the various methods of systematically monitoring student progress, data driven instruction and assessment can be planned using the WIDA Amplified Standards and Performance Indicators appropriately. Assessments must allow students to demonstrate their content area knowledge in spite of their English language proficiency. The WIDA Model Performance Indicators, WIDA Amplified Standards, and WIDA Can do Descriptors can be used to develop appropriate assessments for ELs.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to

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.
- 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:

a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)

b. 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. (IF APPLICABLE)

c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Oxford City Schools will implement effective means of outreach so parents can be involved in the education of their children. It is the goal that parents of ELs be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and achievement standards of all students. Since the parents of ELs may speak little or no English, assistance in understanding school-related information is needed. When possible, documents are translated into the parent's home language and/or an interpreter is employed to assist. When needed and possible, each school will: Annually evaluate educational programs to determine any barriers that may exist in preventing parents of ELs from participating in school activities. Provide an interpreter to assist in the registration of ELs or non-English speaking students. Provide an interpreter for parent/teacher conferences. Provide information related to school and parent programs, meetings, and other activities in the home language. Provide full opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand. Include parents of ELs in the development of school and/or system plans. Staff will consider the following factors that may impact the degree and extent of involvement by parents of ELs: length of residence in the U.S., English language proficiency, prior experience as parents, economic need of parents, availability of support groups and bilingual staff. According to ESSA Title I requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of: 1. The reasons for identification. 2. The child's level of English proficiency including how such level was assessed and 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 need 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. 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: a. The right of the parents to have their child immediately removed from supplemental Title I programs upon request. b. The options that parents have to decline to enroll their child in such supplemental Title I programs or to choose another program or method of instruction if available. c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity. Parent notification is to be communicated in a language and/or manner that the parents can understand. An interpreter and/or Transact® will be used to assist in this communication. It is not necessary for parents to respond affirmatively to the notification for the student to participate in the ESL program. 4 Efforts will be made to furnish notices in a language appropriate to the parents. The district has determined that assessment results should be translated in the home language using either a translated document or presented orally by a translator.