**DISTRICT ELL PROGRAM REVIEW / EVALUATION**

ALEXANDER CITY SCHOOLS

375 LEE STREET

ALEXANDER CITY, ALABAMA

**IMPLEMENTATION OF THE EL PROGRAM**

The Alexander City schools EL District Plan for English Learners is designed to ensure the delivery of quality instructional programs for all English Learners throughout the district; to identify program options and instructional programs; to provide quality programs that meet the academic and linguistic needs of English learners; to provide English Learners with the educational opportunities thus enabling them to succeed; to ensure that EL students have every opportunity to become successful in academic programs designed for native speakers of English; and to ensure that EL students progress successfully through Alabama’s English Language Proficiency and WIDA Standards as appropriate for age, ability, and experience. The district is committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to all core curricular areas, English language learners may receive one or more of the instructional approaches listed below.

**Specially Designed Academic Instruction in English (SDAIE)** – LEP students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the LEP students. The goal is the acquisition of English while learning academic content.

**PROGRAM GOALS:**

**ENGLISH LANGUAGE DEVELOPMENT**

* An annual increase, to meet or exceed the state benchmark, in the number and/or percentage of students making progress in learning English as measured by the WIDA ACCESS for ELLs state assessment. (AMAO-A)
* An annual increase to, meet or exceed the state benchmark, in the number and/or percentage of students attaining English language proficiency as measured by the WIDA ACCESS for ELLs state assessment. (AMAO-B)
* To make adequate yearly progress as measured by the WIDA ACCESS for ELLs state assessment. (AMAO-C)

**PARTICIPATION IN THE EDUCATIONAL PROGRAM**

**Instruction is delivered using “Specially Designed Academic Instruction in English (SDAIE)”** – LEP students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the LEP students. The goal is the acquisition of English while learning academic content.

In addition to assigning ELs to a regular classes in which classroom teachers have received training in teaching ELs, the ELs with low English proficiency scores and/or who are not successful in the regular classroom will receive targeted instruction. Supplemental ESL instruction begins at the student's level of English proficiency. This will determine the time spent in the ESL class. A combination of strategies is used to teach the language: phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of four communication strands: listening comprehension, speaking, reading and writing.

Supplemental ESL instruction at the elementary grades K-4 uses the pull-out model whose inclusion is determined by the EL Committee at each school. Special Education is the exception where an in class (Push-in) model may be provided. In middle and high schools, students receive ESL instruction in an elective class for which they receive credit. In the ESL Program, students receive from thirty to ninety minutes of daily English language instruction, based upon their individual levels of English proficiency and maturity levels.

**EFFECTIVENESS OF EL PROGRAM IN MEETING 2011-12 GOALS**

**TITLE III AMAOs**

|  |  |  |
| --- | --- | --- |
| **AMAO-A** | | |
|  | **2011** | **2012** |
| **% OF STUDENTS MAKING APLA** | (STATE GOAL--44%) **54.5** | (STATE GOAL--46%) **80.9%** |
| **AMAO - B** | | |
|  | **2011** | **2012** |
| **% OF STUDENTS PROFICIENT** | (STATE GOAL--13%) **21%** | (STATE GOAL--14%) **43.5%** |
| **AMAO - C** | | |
| **NA** | | |

All schools met or exceeded the state goal in AMAO-A and the proficiency goal of AMAO-B

**2012 ARMT**

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADE** | **Content Standard** | **2012**  **%MEETING STANDARD**  **ALL STUDENTS** | **2012**  **%MEETING STANDARD**  **EL STUDENTS** |
| 3RD | READING | 92% | 78% |
| 3RD | MATH | 92% | 100% |
| 4TH | READING | 94% | 100% |
| 4TH | MATH | 88% | 33% |
| 5TH | READING | 92% | 66% |
| 5TH | MATH | 92% | 66% |
| 6TH | READING | 92% | 50% |
| 6TH | MATH | 90% | 50% |
| 7TH | READING | 93% | 100% |
| 7TH | MATH | 78% | 50% |
| 8TH | READING | 78% | 100% |
| 8TH | MATH | 83% | 100% |

**Weaknesses:**

We must continue to provide supplemental instructional materials for use with the EL population to improve academic language. In addition we must continue to provide teachers with Professional Development on the following

* SDAIE (Specially Designed Academic Instruction in English)
* WIDA ELP Standards
* Interpreting Access Results.