

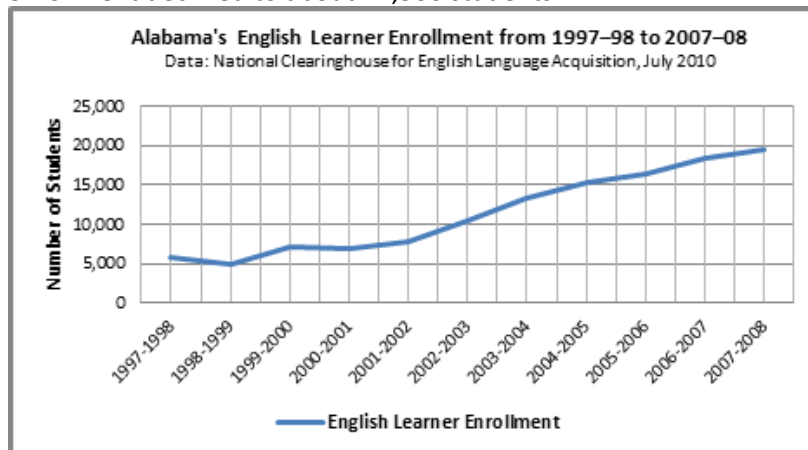
## STATE PERFORMANCE STANDARDS



Alabama adopted the Alabama College and Career Ready Standards (CCRS), also known as the Alabama Common Core Standards, in 2010 and began classroom implementation in the 2013–14 school year.<sup>1</sup> Alabama is implementing the ACT Aspire assessment system, which provides longitudinal assessment data and is linked to the ACT and Alabama College and Career Ready Standards, for grades 3 through 8 beginning in 2013–14.<sup>2</sup> Alabama’s PLAN 2020 is an education strategy that sets objectives and targets/indicators on preparing students to be career- and college-ready. A task force is currently developing other assessments.<sup>3</sup>

### ENGLISH LEARNER POPULATION

Between 1997–98 and 2007–08, Alabama’s reported student enrollment of English learner students increased by **about 240 percent**, according to the National Clearinghouse for English Language Acquisition (NCELA).<sup>4</sup> National Center for Education Statistics (NCES) reports show that from 2005–06 to 2009–10, enrollment rose from about 16,550 to about 19,500 students; however, in 2010–11, enrollment declined to about 17,500 students.<sup>5</sup>



In 2010–11, English learners accounted for **2.4 percent** of a total K-12 public school student population of about 756,000 students.<sup>6</sup> For 2009–10, Alabama state assessments reported 20,674 English learner students, **83 percent of whom spoke Spanish as their primary language**. Less than 2.5 percent each of English learners spoke Korean, Vietnamese, Arabic and Chinese.<sup>7</sup>

### ENGLISH LEARNER PROGRAMS

Alabama school districts provide several **language instruction educational programs (LIEPs)** that are English-only. Those LIEPs include structured English immersion, sheltered English instruction, specially designed academic instruction in English (SDAIE), content-based English as a second language (ESL), and pull-out ESL programs.<sup>8</sup> The Alabama State Department of Education (ALSDE) provides technical support to school districts, schools, parents and community members on English learner programs. ALSDE requires each local educational agency (LEAs) to develop a comprehensive

### ASSESSMENTS ON THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS

#### Alabama State Assessments for 2011–12<sup>18 19</sup>:

- The percentage of fourth-grade English learners that met standards in reading was 63%.
- The percentage of eighth-grade English learners that were proficient in math was 55%.

#### 2011 National Assessment of Educational Progress (NAEP)<sup>20 21</sup>:

- In Alabama, 5% of fourth-grade English learners performed at or above proficient in reading. That number was 7% nationally.
- In Alabama, 32% of fourth-grade non-English learners performed at or above proficient in reading. That number was 35% nationally.

#### Alabama-reported adjusted cohort on-time graduation rates were<sup>22</sup>:

- In 2010–11, 36% for English learners and 72% for all students.
- In 2011–12, 36% for English learners and 75% for all students.

English learner plan in compliance with ESEA Title III. These LEAs are required to have a comprehensive English learner plan regardless of English learner enrollment or Title III eligibility.<sup>9</sup>

## HIGHLIGHTS OF STATE POLICY

- Each student, upon identification and placement, is given a State Assessment Code. These codes consist of non-English learner, “Limited-English Proficient (LEP)” Years 1 or 2, Former LEP (FLEP) Monitoring Year 1 or 2, FLEP, LEP Waived Services (English learner students whose parents waived supplemental Title III services), and National Origin Minority Student Whose Primary Home Language is Other Than English (NOMPHLOTE). NOMPHLOTE students have a non-English language background, but are fluent in English and do not require English learner services.<sup>10</sup>
- An LEA’s comprehensive English learner plan must also address the education of English learners with disabilities.<sup>11</sup>
- In February 2013, Alabama withdrew from the Partnership for Assessment of Readiness in College and Career (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced), saying that ALSDE wanted to go in “another direction.”<sup>12</sup>
- Alabama uses Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), a World-Class Instructional Design and Assessment (WIDA) English language proficiency exam, for English learners.<sup>13</sup>

## HIGHLIGHTS OF FEDERAL LAW AND PROGRAMS

- Alabama was conditionally approved in 2013 for an **Elementary and Secondary Education Act (ESEA) flexibility waiver**.<sup>14</sup> Under its wavier plan, ALSDE indicated that classroom teachers would “integrate WIDA Consortium English Language Proficiency (ELP) standards with the CCRS to enable English Learners to both communicate in English and demonstrate their academic, social, and cultural proficiency.”<sup>15</sup>
  - o ALSDE has developed a document titled A Guide for Professional Development Planning for Implementation of the College- and Career-Ready Standards, which provides a guide for professional development that districts can elect to provide, including a Professional Development/Transition Planning Template. District teams were required to develop/refine their CCRS Professional Development/Transition Plans in order to address the needs of all students, including students with disabilities, English Learners, and low-achieving students, and submit them to ALSDE by February 2013.<sup>16</sup>
- Alabama applied and respectively placed 37<sup>th</sup> and 36<sup>th</sup> in **Race to the Top grant competition** Rounds 1 and 2.<sup>17</sup>

1 Alabama Dept. of Education (accessed March 2014) <http://alex.state.al.us/ccrs/>

2 Alabama Dept. of ED (accessed March 2014) [https://www.alsde.edu/sec/comm/News%20Releases/4-12-13%20ACT%20ASPIRE\\_.pdf#search=act%20aspire](https://www.alsde.edu/sec/comm/News%20Releases/4-12-13%20ACT%20ASPIRE_.pdf#search=act%20aspire)

3 ALSDE: PLAN 2010 (accessed March 2014) [http://web.alsde.edu/Home/General/PLAN\\_2020.aspx](http://web.alsde.edu/Home/General/PLAN_2020.aspx)

4 National Clearinghouse for English Language Acquisition (accessed March 2014) [http://www.ncela.us/files/uploads/20/Alabama\\_G\\_0708.pdf](http://www.ncela.us/files/uploads/20/Alabama_G_0708.pdf)

5 National Center for Education Statistics (accessed March 2014) [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_047.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_047.asp)

6 National Center for Education Statistics (accessed March 2014) [http://nces.ed.gov/programs/digest/d12/tables/dt12\\_037.asp](http://nces.ed.gov/programs/digest/d12/tables/dt12_037.asp)

7 U.S. Dept. of Education, “Consolidated State Performance Report: School Year 2009-10 - Alabama,” April 2011, page 48

8 National Clearinghouse for English Language Acquisition (accessed March 2014) [http://www.ncela.us/files/uploads/3/Biennial\\_Report\\_0810.pdf](http://www.ncela.us/files/uploads/3/Biennial_Report_0810.pdf), page 35

9 Alabama Dept. of ED—English Language Learners (accessed March 2014) <http://alex.state.al.us/ell/?q=node/42>

10 Alabama Dept. of ED—State Codes for English Learners and data (accessed March 2014) <http://alex.state.al.us/ell/?q=node/62>

11 Alabama Dept. of ED—English Language Learners (accessed March 2014) <http://alex.state.al.us/ell/?q=node/42>

12 Education Week, Catherine Gewetz (accessed March 2014) [http://blogs.edweek.org/edweek/curriculum/2013/02/alabama\\_withdraws\\_from\\_both\\_te.html?qs=alabama+common+core+assessments](http://blogs.edweek.org/edweek/curriculum/2013/02/alabama_withdraws_from_both_te.html?qs=alabama+common+core+assessments)

13 WIDA: Alabama (accessed March 2014) <http://www.wida.us/membership/states/Alabama.aspx>

14 U.S. Department of Education (accessed March 2014) <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/al.html>

15 U.S. Department of Education Alabama Plan 2020 ESEA Flexibility Request (accessed March 2014) <http://www2.ed.gov/policy/eseaflex/approved-requests/alapprovalreq.pdf> page 34

16 Ibid. page 28

17 U.S. Dept. of ED (accessed March 2014) <http://www2.ed.gov/programs/racetothetop/phase2-applications/summary.pdf>

18 ED Data Express (accessed March 2014) <http://eddataexpress.ed.gov/state-report.cfm/state/AL/>

19 ED Data Express (accessed March 2014) <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/3861/>

20 The Nation’s Report Card: Mathematics 2011 (accessed March 2014) <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012458.pdf> As of March 2014, 2013 NAEP data for English learners was not available.

21 The Nation’s Report Card: Reading 2011 (accessed March 2014) <http://nces.ed.gov/nationsreportcard/pdf/main2011/2012457.pdf> As of March 2014, 2013 NAEP data for English learners was not available.

22 ED Data Express (accessed March 2014) <http://eddataexpress.ed.gov/state-report.cfm/state/AL/>