

Key Decision Point in ESSA	English Language Learners (ELL) Work Group Alabama Recommendation
<p>1. States will need to develop and implement uniform statewide criteria and procedures for entrance into and exit out of EL status. The procedures must include assessing all potential ELs for their English proficiency within 30 days of enrollment.</p>	<p>1.The work group recommends to continue with the current ELL entrance and exit process. Alabama participates in the WIDA consortium.</p> <ul style="list-style-type: none"> • Entrance Criteria: <ul style="list-style-type: none"> ○ Students are screened for eligibility using the W-APT placement test ○ Students are administered the WIDA/MODEL as an on-going assessment for English Language Proficiency • Exit Criteria: Students are administered the Access 2.0 assessment and must score 4.8 to exit
<p>2. State may need to review its English language proficiency (ELP) standards to ensure that they are in alignment with the new requirement under ESSA that ELP standards address different proficiency levels, which was not a requirement under NCLB. States must determine if their ELP standards meet this requirement and revise them if they do not.</p>	<p>2. The work group recommends keeping the current ELP standards as they are in alignment with the new requirement under ESSA.</p>
Key Decision Point in ESSA	Standards and Assessment Work Group Alabama Recommendation
<p>1. Alabama must include an assurance that the state has adopted “challenging academic content standards and aligned academic achievement standards.”</p>	
<p>1 a. States must decide if they will create new standards or revised current standards to meet ESSA requirements.</p>	<p>1 a. The work group recommends that Alabama keep the current College & Career Ready Standards as they are reviewed annually. It is also recommended that the ALSDE modify its review process to include additional stakeholder feedback and public input.</p>
<p>1 b. States must demonstrate that their content standards are aligned with “non-remedial, credit-bearing” coursework at state 4-year institutions and relevant State career and technical education standards. .</p>	<p>1 b. Current content standards are in alignment with “non-remedial, credit-bearing” coursework at state 4-year institutions and relevant State career and technical education standards.</p>
<p>1 c. State must determine if they want to adopt alternative standards for student with disabilities or whether any changes are necessary to these standards if a state has previously adopted them.</p>	<p>1 c. The work group recommends keeping the current standards for students with disabilities as they are reviewed annually.</p>