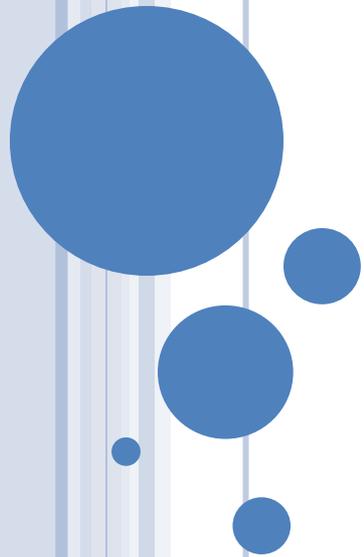
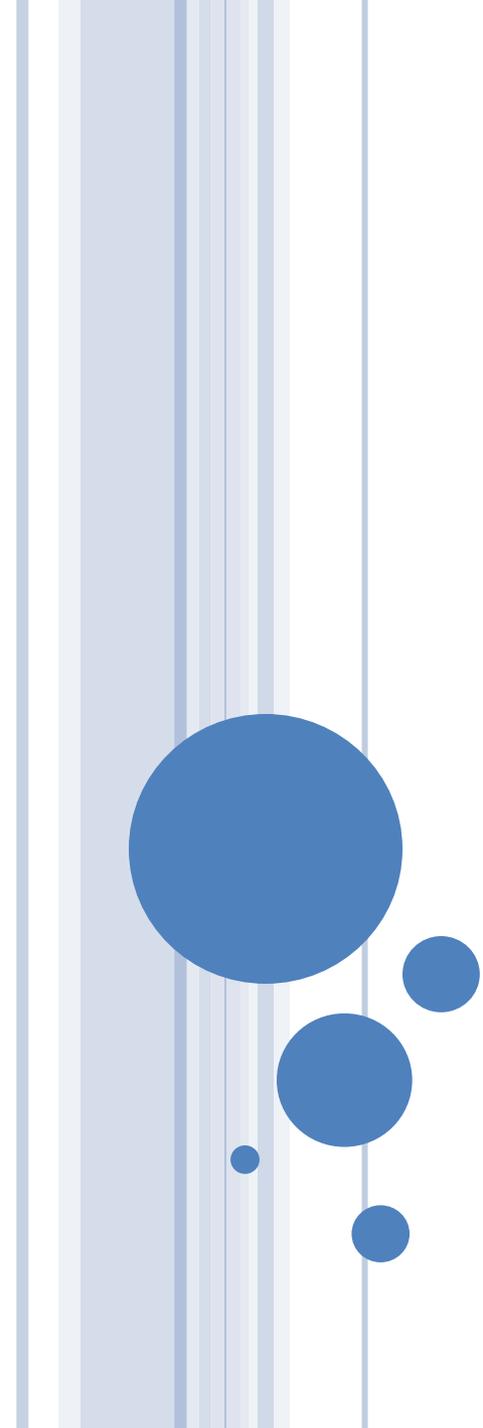


ELL COORDINATOR BOOT CAMP



WELCOME



**ARIZONA'S
ENGLISH LANGUAGE
LEARNERS**

Boot Camp

2015-2016 School Year

ELL COORDINATOR BOOT CAMP BINDER

- The **ELL Guide for LEAs** is an **AMAZING** resource! Take a moment to find the tab and look through the wealth of information provided there.
- Copies of the slides and handouts from each of today's presentation are included behind corresponding tabs.
- The Contact Page is a handy tool when you have a question but aren't sure who should help you.



English Language Learner

Demographics



FY2014 ELL POPULATION

- Approximately **85,000 ELLs** per the SDELL71 Report

Grade Span	Percent of ELLs
K-5	77%
6-8	13%
9-12	10%

Grade	Percent of ELLs
K	14%
1	17%
2	16%
3	11%
4	11%
5	8%
6	5%
7	5%
8	3%
9	4%
10	2%
11	2%
12	2%

ELL POPULATION BY PROGRAM

- **72%** of ELLs are instructed in SEI classrooms.
- **27%** of ELLs are instructed in the mainstream on an Individual Language Learner Plan (ILLP).
- **1%** of ELLs are in a bilingual program.



LAWS SPECIFIC TO ENGLISH LANGUAGE LEARNERS (ELLs)

- State Statutes
 - ARS 15-751 through ARS 15-756.11
- Federal Guidelines
 - Section 3001 of No Child Left Behind Act of 2001



HOW ARE ELLS IDENTIFIED IN ARIZONA?

- Students must be identified during the school enrollment process through the enrollment form and the Home Language Survey.
- Both documents contain the following questions to be completed by the parents:
 - **What is the primary language used in the home regardless of the language spoken by the student?**
 - **What is the language most often spoken by the student?**
 - **What is the language that the student first acquired?**





State of Arizona
Department of Education
Office of English Language Acquisition Services

**Primary Home Language Other Than English (PHLOTE)
Home Language Survey**
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.



A LANGUAGE OTHER THAN ENGLISH

- If the enrollment form or the Home Language Survey indicates a language other than English (on any question), the student must be assessed using the Arizona English Language Learner Assessment (AZELLA).
- We recommend you pull an SDELL70 Report for testing history. This will tell you if a valid test already exists.



AZELLA RESULTS

- If a student scores proficient on the AZELLA test, he or she is considered Initial Fluent English Proficient (IFEP).
- There are no further requirements for this student.
- Documentation of this assessment, the enrollment form, and the Home Language Survey must be kept in the student's cumulative file.



AZELLA RESULTS CONTINUED...

- If the student scores Pre-Emergent/Emergent, Basic or Intermediate, he or she is an English language learner (ELL).
 - This student is eligible for English language services with parental consent.



PARENTAL NOTIFICATION

- Prior to placement in a language program, parents must be notified and agree to such placement.
 - The State form must be sent to parents within 30 days at the beginning of the school year and within two (2) weeks of enrollment during the school year for LEAs receiving federal funds.
 - The State form must be sent to parents within 60 days at the beginning of the school year or within 30 days of enrollment, whichever is later, for LEAs **NOT** receiving federal funds.



PROGRAM OPTIONS

- There are three program options for English language learners in the State of Arizona:
 - Structured English Immersion
 - Mainstream placement using an Individual Language Learner Plan (ILLP)
 - Bilingual with appropriate waivers





State of Arizona
 Department of Education
 Office of English Language Acquisition Services

**20__ - 20__ Parental Notification and Consent Form
 for Student Placement in an English Language Learner (ELL) Program**

To the parent or guardian of _____
 Last Name First Name MI SAIS ID

 Student I.D. School Grade

Your student's English proficiency has been measured using the *Arizona English Language Learner Assessment (AZELLA)*. The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English language learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English language learners (ELLs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELLs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one) **below grade level** **at grade level** **above grade level**

Your child has been placed in one of the following:

- _____ Structured English Immersion Program*
- _____ Mainstream Classroom (English Language Learner on Individual Language Learner Plan – ILLP)*
- _____ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753.

Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

 Signature of classroom teacher/language arts teacher Date

 Signature of parent or legal guardian Date

Parental Notification and Consent Forms must be sent home within 30 days of the beginning of each school year or within two weeks of a student registering during the school year. 20 U.S.C. § 7012(a)(d)

This form should be placed in the student's cumulative folder.

(Revised: July 2013)



STRUCTURED ENGLISH IMMERSION (SEI)

- LEAs that have more than 20 ELLs in a three-grade span must offer Structured English Immersion classrooms as its method of delivering services to ELLs.
 - Structured English Immersion classrooms must provide four (4) hours of English language development.
 - **60 minutes of Reading**
 - **60 minutes of Writing**
 - **60 minutes of Grammar**
 - **60 minutes of Oral English Conversation/Vocabulary**



ILLP IN THE MAINSTREAM

- LEAs that have 20 or fewer ELLs in a three-grade span may provide services through the use of an ILLP.
 - ILLPs must be completed for each student specifically documenting how four (4) hours of English language development will be incorporated into the mainstream classroom.
 - Required documentation is available on the OELAS website.



BILINGUAL CLASSROOMS

- Bilingual classrooms may be offered if ARS 15-753 is followed.
 - ELLs receiving instruction in a bilingual classroom must have a waiver completed and on file.



REASSESSMENT

- ELLs must be assessed annually at the end of each school year.
 - Students who score less than proficient are continuing ELLs. This assessment will determine program services/placement for the next school year.
 - Students who score proficient on this assessment will be reclassified as Fluent English Proficient (FEP). This reclassification determines that ELL services are no longer required for these students.



RECLASSIFICATION

- Parents of students who reclassify based on the proficient AZELLA score must be notified in writing of this reclassification.
 - Students who reclassify will be in a mainstream classroom during the next school year.





State of Arizona
Department of Education
Office of English Language Acquisition Services

Notification of Reclassification

Dear Parent/Guardian:

(Student Name) _____
was reassessed with the Arizona English Language Learner Assessment (AZELLA)
on _____ (Date).

He/She has obtained an "Overall Proficient Level" on the AZELLA. This means that he/she no longer needs ELL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

District/School Representative @ Phone

ELL Coordinator/Assessment Administrator Signature

Date

Copy: Student's cumulative file



MONITORING RECLASSIFIED STUDENTS

- Students who reclassify will be monitored for two (2) years after exiting an ELL program.
- Students who have been withdrawn by parent request are to be monitored for two (2) years after reclassification.
 - This monitoring must be documented on the Two-Year Monitoring form.
 - Academic progress is tracked





State of Arizona
 Department of Education
 Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SAIS ID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
		Test Name	Test Date	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____



RECLASSIFIED STUDENTS

- Reclassified students who struggle in the mainstream must be provided compensatory instruction. This support may be:
 - Summer school
 - After-school or before-school tutoring
 - Saturday school
- It is important to remember that reclassified students may not be at grade level, but have enough English to access grade-level content. Additional supports may be necessary for them to master the content and be successful.



THANK YOU!

