

# OELAS 2015-16

## Monitoring Trends

PELL May 11, 2016

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# Objectives

- The Participant Will (TPW) review 2015-2016 compliance findings.
- TPW plan what they can do in their own LEAs to avoid common compliance issues.

# Monitoring and Corrective Action Follow-Ups for August 2015-May 2016

- Over 350 schools were monitored.
  - Over 200 of those were corrective action follow-ups.
  - Over 150 of those were in full cycle monitoring.
- Nearly 1,500 classrooms were visited!

**Thank you to EVERYONE who was monitored and received our team(s) so warmly and graciously at your sites!**

Introducing...

***The Compliance  
Slide***

(you may recognize it)

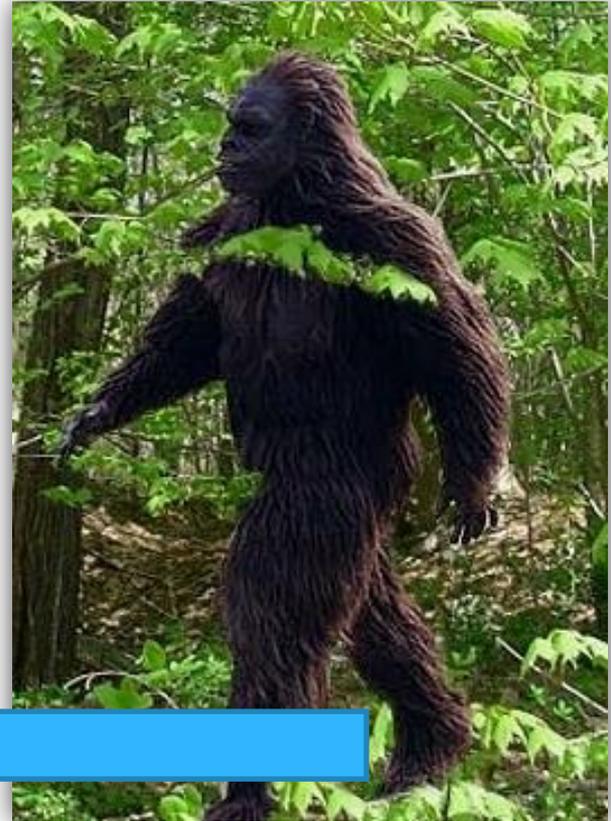
# SEI Time Allocations

for All Grades and All Proficiency Levels

<p><i>Time Allocation</i></p> 	<p><b>Oral English/ Conversation <u>and</u> Vocabulary</b></p> <p><b>60 minutes</b></p>	<p><b>Grammar</b></p> <p><b>60 minutes</b></p>	<p><b>Writing</b></p> <p><b>60 minutes</b></p>	<p><b>Reading</b></p> <p><b>60 minutes</b></p>
<p><i>ELP Standards to Use</i></p> 	<p><b>Listening &amp; Speaking Domain</b></p> <p><b>-and-</b></p> <p><b>Language Strand</b></p> <p><u>Standard 2:</u> Vocabulary (L2)</p>	<p><b>Language Strand</b></p> <p><u>Standard 1:</u> Standard English Conventions (L1)</p>	<p><b>Writing Domain</b></p>	<p><b>Reading Domain</b></p>

# ELP Standards in the SEI Classroom

- The elusive Language Strand Standard 2 (L2) a.k.a. “Vocabulary” continues to create challenges for districts and charters, as monitoring teams search unsuccessfully for these performance indicators in the Oral English Conversation **and Vocabulary** allocation in the SEI Classroom.



***If only a visual aid  
existed that would  
help you to be sure  
your ELPS were  
correct...***

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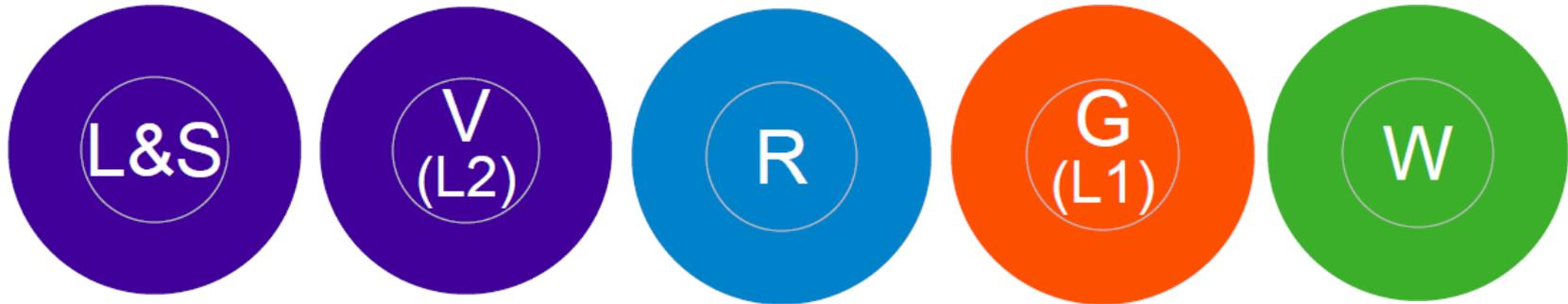
# ELP Standards in the SEI Classroom

## continued

- ELPS Performance Indicators must drive the lessons in an SEI classroom.
- **Content** is appropriate and encouraged to use to teach the language skill, but it should not be a Science lesson, a math lesson, or a Social Studies lesson...it should be a language lesson which uses content of Science, math, or Social Studies.
- Many ELPS encourage the use of other content areas.

# Strategies to Ensure ELPS Are Correct

- **New and Fancy Labels**



# Strategies to Ensure ELPS Are Correct

- A placeholder system for ELPS
  - A district-created template/graphic organizer for required lesson plan components
  - A pocket chart for ELPS placeholders
  - Designated places on whiteboard for ELPS

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From <b>8:10-9:10</b> <b>(60 minutes)</b>	Time frame From <b>10:00-11:00</b> <b>(60 minutes)</b>	Time frame From <b>12:05-1:05</b> <b>(60 minutes)</b>	Time frame From <b>2:00-3:00</b> <b>(60 minutes)</b>
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<b><i>Listening &amp; Speaking Domain</i></b> <b>AND</b> <b><i>Language Strand Standard 2: Vocabulary</i></b>	<b><i>Language Domain</i></b>	<b><i>Writing Domain</i></b>	<b><i>Language Strand Standard 1 Standard English: Conventions</i></b>
Lesson – ELP PI	Lesson	Lesson	Lesson
<b>III-LS-1:HI-1</b> distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences. <b>III-L-2: HI-13</b> interpreting the meaning of figurative language including in a variety of grade-level texts.	<b>III-R-4: HI-26</b> explaining the purpose of organizational features on a page in nonfiction text.	<b>III-W-2: HI-2</b> spelling multi-syllable words using knowledge of syllabication and spelling patterns.	<b>III-L-1(Prep): HI-3</b> using prepositions of time.

# ELP Standards in the ILLP Classroom

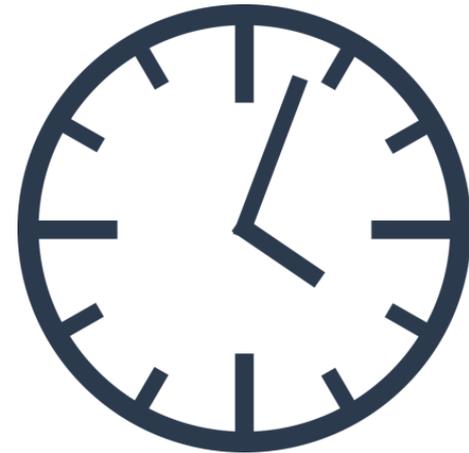
- ELPS Performance Indicators in lesson plans or posted
  - Incomplete
    - Teacher is responsible for all 4 SEI Allocations, but is missing ELPS PIs from one or more allocations.
    - Does not write out the ELPS PI completely.
  - Inconsistent
    - Teacher is not addressing ELPS PIs from all the allocations for which responsible on a weekly basis.
  - Incorrect
    - ELPS PIs are not taken from Attachment A.
    - ELPS PIs do not correspond with assigned teacher's allocation.

# Grouping Students Correctly

- Twenty or fewer ELLs may be on ILLPs in any 3 grade span.
- One mixed SEI class may be approved per grade level.
  - Each approved mixed class is only approved for the year in which you receive a confirmation email from OELAS.
  - Exceptions should be requested as soon as you know you need one. (May-August usually)
  - Approved mixed classrooms must function as an SEI classroom.
- Only ELLs are to be in the SEI classroom, unless prior approval from ADE.

# 4 Hours Of ELD In The SEI Class

- One period = one allocation
- One block = two allocations
- Refinements are optional and have specific requirements for eligibility



# Are The 4 Hours Correct?

90 minutes of Reading

90 minutes of Writing

30 minutes of Grammar

30 minutes of Listening & Speaking

- This schedule totals 4 hours of ELD, but these are not the correct 4 hours.

***We have something  
to help clarify the  
confusion...  
(you may recognize it)***

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# The 4 Hours of ELD are correct

~~90~~ 60 minutes of Reading

~~90~~ 60 minutes of Writing

~~30~~ 60 minutes of Grammar (L1)

~~30~~ 60 minutes of ~~Listening & Speaking~~ Oral  
English Conversation & Vocabulary (Listening &  
Speaking and (L2) Vocabulary

# Scheduling 4 Hours of ELD

- Ensure teachers schedule allocations in 60 minute uninterrupted blocks of time.
  - Allocations broken by specials or lunch are acceptable in 30 minute parts-if completed after the break.
  - Allocations may be in any order.
  - Allocations can be placed anywhere throughout the day.

# Incorrect Example (3<sup>rd</sup> Grade)

8:15-8:30 Bell work

8:30-9:15 Whole Group **Reading**

9:15-9:55 Specials

9:55-10:20 Small Group **Reading**

10:20-10:35 Restroom Break

10:35-11:00 Science (**Grammar**)

11:00-11:20 Silent Reading

11:20-12:00 Lunch/ Recess

12:00-12:45 Oral Language (**Vocabulary**)

12:45-2:15 Math (**Listening & Speaking**)

2:15-3:00 Writing

3:00-3:15 Clean/Pack/Dismissal

# Possible Corrected Example (3<sup>rd</sup> Grade)

8:15 - 8:30 Bell work

8:30 - 9:15 Whole Group **Reading (45)**

9:15 - 9:55 Specials

9:55 - 10:20 Small Group **Reading (25)**

~~10:20 - 10:35 Restroom Break~~

~~10:35-11:00 Science~~

10:20 - 11:20 **Grammar** (May use Science topic or theme) **(60)**

~~11:00-11:20 Silent Reading~~

11:20 - 12:00 Lunch/ Recess

12:00 - 1:00 **Oral Language English Conversation & Vocabulary (60)**

1:00-2:15 Math

~~2:15 Math (Listening & Speaking)~~

2:15 - ~~3:00~~ 3:15 **Writing (60)**

~~3:00-3:15 Clean/Pack/Dismissal~~

# Files

- PHLOTE and Enrollment Forms
  - 3 language questions
- AZELLA Report or SDELL 70
- Parent Notification and Consent Forms
- Parent Withdrawals
- Notification of Reclassification
- FEP Monitoring Forms
  - FEP1 begins the year following proficient score for all ELLs including parent withdrawals who test proficient.

**Remember  
Vocabulary (L2)  
in OECV!**



**SASQUATCH  
CROSSING**



# QUESTIONS?



# THANK YOU

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of Education  
OELAS**

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