

SEI COMPLIANCE MONITORING

FOR ADMINISTRATORS

OELAS
CONFERENCE
2015

Introductions

Nicole von Prisk

- ◉ Director of Monitoring/Title III for ADE
- ◉ STEM/ Instructional Coach
- ◉ Language Acquisition Coach

Lisa Buccigrosse

- ◉ ELL Education Program Specialist for ADE
- ◉ Instructional Coach/Mentor
- ◉ SEI Teacher

Agenda

- ◉ In this session you'll hear all the important reminders to be in compliance in the areas of:
 - > SEI Classrooms
 - > ILLP Classrooms
 - > Groupings
 - > Paperwork
 - > OELAS Support

SEI Classrooms

Do...

- Make sure the Four SEI Allocations are the correct SEI Allocations.

Time Allocations

for all grades and all proficiency levels

There
are
4
SEI
Time
Allocations

1

2

3

4

**** Please do NOT split up allocations. Each allocation is discrete and must consist of one full hour of instruction!**

Do...

- ⦿ Check your SEI teachers' posted schedules/ lesson plans (if any) to ensure the Four SEI Allocations are being taught in discrete blocks (without being broken if possible).
- ⦿ Verify the clock times are listed in the SEI teachers' lesson plans.

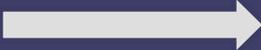
Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From XX:XX- XX:XX (60 minutes)	Time frame From XX:XX- XX:XX (60 minutes)	Time frame From XX:XX- XX:XX (60 minutes)	Time frame From XX:XX- XX:XX (60 minutes)
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<i>Listening & Speaking Domain</i> <i>AND</i> <i>Language Strand Standard 2 Vocabulary</i>	<i>Reading Domain</i>	<i>Writing Domain</i>	<i>Language Strand Standard 1 Standard English Conventions</i>
Lesson	Lesson	Lesson	Lesson
ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.

Do...

- Make sure your SEI teachers are using ELP Standards.
- Make sure the ELP Standards are driving the lessons for those 4 hours.
- Make sure the ELP Standards are being placed in the correct SEI Time Allocations.

SEI Time Allocations

for All Grades and All Proficiency Levels

Time Allocation 	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
ELP Standards to Use 	Listening & Speaking Domain -and- Language Strand <u>Standard 2:</u> Vocabulary	Language Strand <u>Standard 1:</u> Standard English Conventions	Writing Domain	Reading Domain

Don't...

- ⦿ If an SEI Allocation must be broken, please don't split it with fewer than 30 minutes on either side of the forced interruption.
- ⦿ If an SEI Allocation is broken, it must be continued following the interruption (lunch or special areas).

Do...

- Follow up with your teachers.
- Perform internal monitoring checks.

<http://www.azed.gov/english-language-learners/>

- Visit the teachers' classrooms and review schedules and lesson plans for requirements.

SEI Classroom Observation

All Questions **MUST** be answered

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school, Middle/HS, include name and course number if available
- ✓ Description of whether it is a self-contained class, or an individual section

Model Compliance

Y N

Have they allocated 4 hours for ELD?
 Evidence would be from lesson plans and/or master schedule. **DOCUMENT EXPLICITLY** so all "program" questions are consistent.

✓ Evidence BEFORE observations as a team to determine if 4 hours at middle/high school is allocated

✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated

If you answer NO, you MUST provide EXPLICIT documentation to support observation.

EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings

Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan

If no, how many hours have they allocated? 0 1 2 3 NA

Provide written description of which hours of the SEI Models were being implemented

Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD

Are the 4 hours the correct allocation? Y N

Evidence would be from lesson plans and/or master schedule- **DOCUMENT EXPLICITLY**

✓ Evidence NO, you MUST provide documentation to support observation

✓ If you answer NO, you MUST provide documentation to support observation

Evidence - Schedule of school day on board and/or time allocations in lesson plans

Have they allocated a discrete hour of grammar? Y N

Evidence - Schedule of master schedule and/or teacher's lesson plans

✓ Evidence NO, you MUST provide explicit documentation to support observation

✓ If you answer NO, you MUST provide explicit documentation to support observation

Evidence - Information contained in lesson plans and/or on board

Are the lessons based on ELP standards? Y N

Evidence would be from lesson plans

✓ Evidence observed that teacher is teaching to objective

✓ Evidence NO, provide documentation to support observation

Evidence - Information contained in lesson plans and/or on board

ELL students only, no mixing

✓ Evidence would be from classroom roster. Answer YES if approved exception

✓ If you answer NO, you MUST provide documentation to support observation

Are students grouped by proficiency level? Y N

Evidence would be from classroom rosters

✓ If you answer NO, you MUST provide documentation to support observation

Evidence - What groupings were observed in classroom

Unable to determine not acceptable answer

Answer "NO" if a roster was not provided and document

This should have been determined prior to classroom visitation

If not provided, check the District Notebook for highly qualified attestations

Instruction in English

Instruction is required to be in English

Y N

State Compliance

Y N

Instruction in English

Instruction is required to be in English

Y N

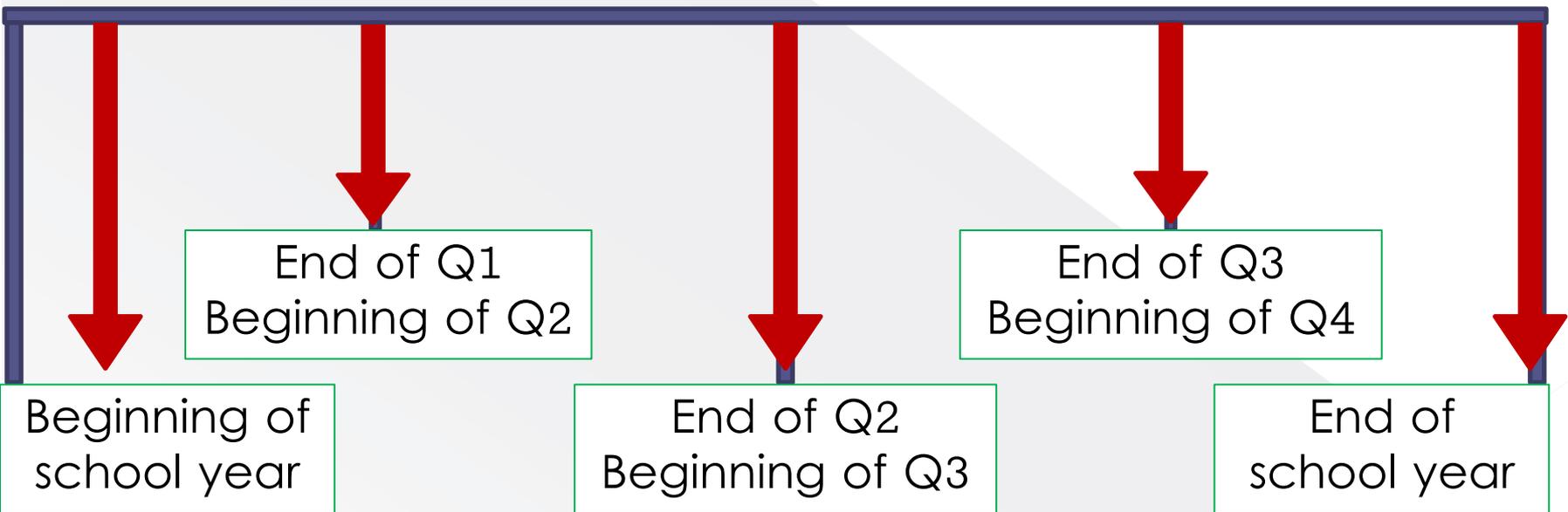
Don't...

- ⦿ Please don't assume just because you've told or trained your teachers that it will be done correctly.
- ⦿ Most districts find themselves in corrective action when they truly believed they were doing everything correctly.

ILLP Classrooms

Do...

- Verify that all three parts of the ILLP (ILLP, Attachment A, and Attachment B) are being completed within the timeline.



Do...

- ⦿ Be sure the mainstream teacher has a copy of ILLP documents for each ELL in the classroom.
 - > File original documents in CUM folders.
 - > Get the parent's signature on the ILLP document.

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)

- Documents the teacher responsible for instruction based on time allocations.
- Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.
- Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.

Attachment B (may be altered by LEA, but must have all components)

- Formative assessment information to document progress of the English language learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom Teacher

Parent/ Guardian

Classroom English language arts teacher _____ Date _____
ELL Coordinator

Parent/guardian _____
Site Administrator

ELL coordinator _____ Date _____

Site Administrator _____ Date _____

Do...

- Check each quarter's Attachment A to make sure there are 4-5 ELPS Performance Indicators in each allocation.
- Verify that Attachment A documents are being reviewed and revised quarterly.

Should be dated for the end of each quarter

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Overall Proficiency Level:		
*AZELLA Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		
*Required ILLP Areas		*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary		*60 minutes		Y N	-Listening/Speaking Domain -Language Strand: Standard 2	
*Reading		*60 minutes		Y	Reading Domain	
*Writing		*60 minutes		Y N	Writing Domain	
*Grammar		*60 minutes		Y N	Language Strand: Standard 1	

Allocations

(Performance Indicators to be written out)

Do...

- ⦿ Verify each teacher listed on the Attachment A has the student in class for at least as many minutes as listed (one period = one allocation).
- ⦿ Ensure only one teacher is responsible per allocation.
- ⦿ Confirm each teacher has signed the Attachment A.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Overall Proficiency Level:		
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		
*Required ILLP Areas		*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary		*60 minutes	Teacher names	Y N		
*Reading		*60 minutes	↓	Y N		
*Writing		*60 minutes	↓	Y N		
*Grammar		*60 minutes	↓	Y N		

Allocations



Do...

- Ensure your mainstream teachers with ILLPs have evidence of ELPS Performance Indicator(s) from Attachment A posted in the classroom or in their weekly lesson plans.
- Ensure there is evidence of differentiation for the ELLs somewhere in the room or in lesson plans.

ENGLISH LANGUAGE LEARNERS

- ▶ DEPARTMENT MENU
- Superintendent >
 - About Department of Education >
 - Accountability >
 - Standards & Assessment >
 - Educator Certification >
 - Finance / IT / Business Services >
 - Special Education >
 - English Language Learners >
 - Employment Opportunities >
 - School Reports / School Results >
 - Career & Technical Education
 - State Board of Education

You are here: [Home](#) / [Compliance Information](#) / [ILLP Implementation Documents](#)

ILLP Implementation Documents

REQUIRED DOCUMENTATION

- Attachment A [Word](#) [PDF](#)
- Attachment B

GUIDANCE DOCUMENT

- [Guidance Document \(complete with all required documentation\)](#)

Sample of Language Development Strategies in the Content Area

- [Language Development Strategies in Math](#)
- [Language Development Strategies in Science](#)
- [Language Development in Social Studies](#)



▶ [ELL Connections](#) 

▶ [ELP Standards](#) 

▶ [SEI Endorsement](#) 

▶ [K-12 Academic Standards](#) 

▶ [Move On When](#) 

Do...

- Make certain your teachers with ILLPs are completing an Attachment B at the end of each quarter or instructional period.
 - Attachment B acts as a progress report to the performance indicators selected at the beginning of the quarter on Attachment A.
 - Any assessments that would determine mastery or progress of ELPS may be used.

GROUPINGS

Do...

- Ensure there are 20 or fewer ELLs in a three grade span utilizing ILLPs.

Do...

- ⦿ Reach out to our department to work out special grouping concerns.
 - > Contact OELASInbox@azed.gov with these questions.

Don't...

- ⦿ Please don't create your own rules for configuring groupings and leave the SEI Models out of the thought process.
 - › Our department works diligently to make your situation doable while working within the parameters of the statute.
 - › We may not always be able to approve your requests.

Other PAPERWORK

Do...

- Make sure Parent Notification forms are filled out and signed within 30 calendar days from the beginning of school.
- Mark the correct placement (SEI, ILLP, BIL) on the Parent Notification.
- Document three attempts of getting parent signature if unsuccessful.
- Have parents date the form as well.



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)

Don't...

- ⦿ Do not have Parent Notification forms completed at the end of a school year, for the following year's placement.

Do...

- Complete FEP 2-Year Monitoring forms beginning the year following the attainment of “Proficient” on the reassessment.
- Complete FEP 2-Year Monitoring forms **even for students who have a Parent Withdrawal on file**, the year following the attainment of “Proficient” on the reassessment.



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 _____

Do...

- Have a system in place at sites for the next steps when the PHLOTE Home Language Survey and enrollment form questions are answered other than English.
- Pull an SDELL70 for new students PRIOR to testing, in case a valid test exists.
 - Determine who in the district has access to ADE Connect.
 - Contact ADESupport@azed.gov for access support with ADE Connect and SDELL reports.

Do...

- Confirm that the new student enrollment forms have the exact three home language questions as the PHLOTE Home Language Survey.



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.

Don't...

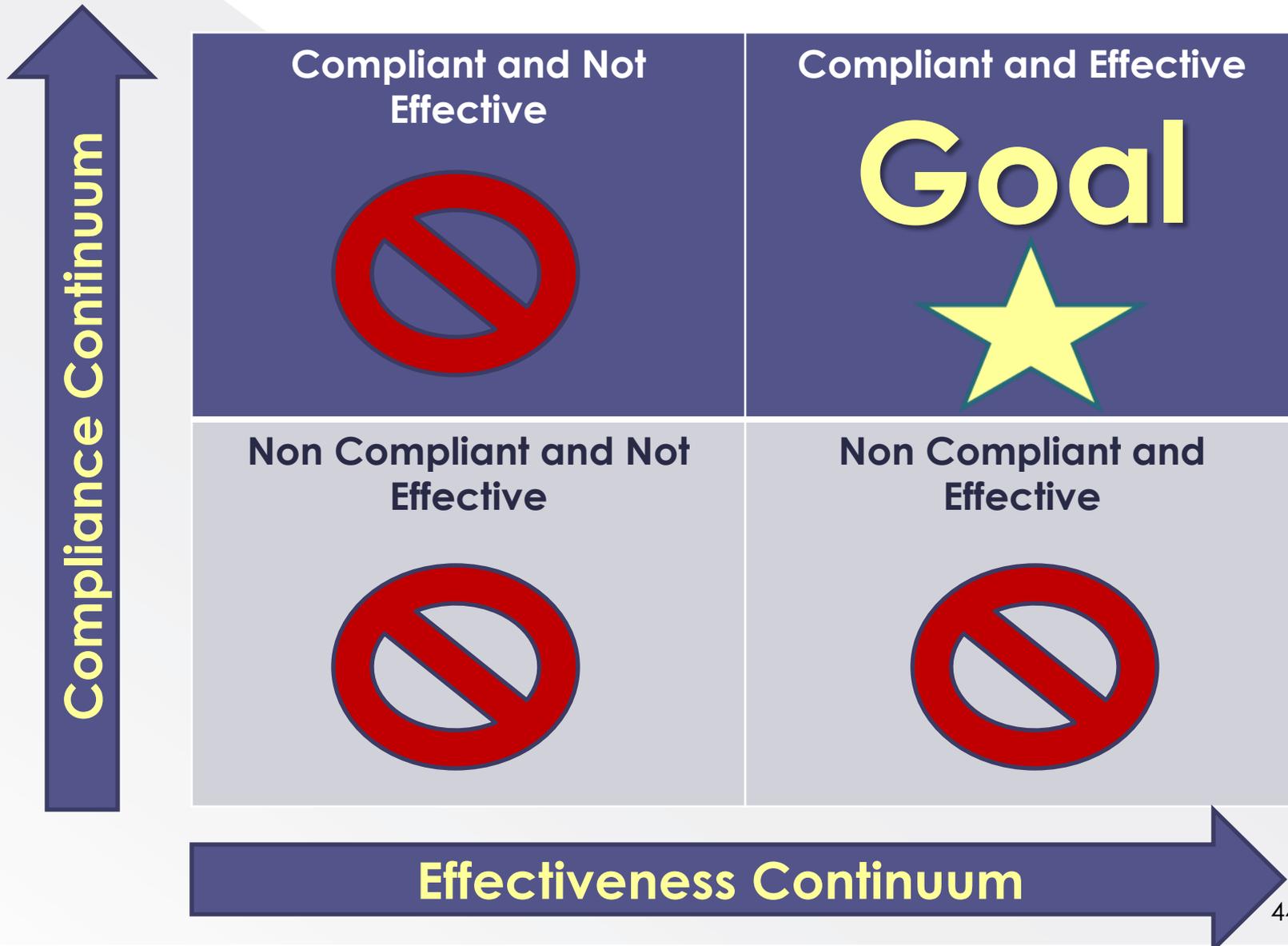
- ⦿ Do not administer the PHLOTE every year to continuing students if one is already on file. It increases the likelihood of inconsistent responses.

OELAS Support

Do...

- Please keep in mind that OELAS is here to support you in the areas of both compliance and professional development.

Compliance & Effectiveness



Do...

- ⦿ Reach out to our department when you have questions about compliance items anytime, especially BEFORE a monitoring visit.
- ⦿ Feel comfortable asking us for help or support. We do this all day long, every day.

Don't...

- ◉ Wait until the monitors arrive to have those “**Should I...**”, “**Is it okay if we...**”, or “**Can we...**” questions answered. It's too late once your LEA is being monitored.

Questions?



Vocabulary Vow

I, (state your name) promise to remember that Language Strand Standard 2 (a.k.a. Vocabulary) belongs in the Oral English Conversation & **Vocabulary** allocation. I promise to look for it in lesson plans and on Attachment A documents. I also promise to make sure it is not placed in the Grammar allocation, because that's where Language Strand Standard 1 belongs.

THANK YOU

Arizona Department of
Education
OELAS

602-542-0753



A r i z o n a
Department of Education