



Overview of Arizona's Models for Structured English Immersion

English Language Learner Demographics



2013 ELL Population

- ▶ Approximately **83,000 ELLs** per the SD71 Report

Grade Span	Percent of ELLs
K-5	81%
6-8	10%
9-12	9%

Grade	Percent of ELLs
K	15%
1	23%
2	17%
3	9%
4	10%
5	7%
6	5%
7	3%
8	2%
9	4%
10	2%
11	1%
12	2%



ELL Population by Program

- ▶ 76% of ELLs are instructed in SEI classrooms
- ▶ 23% of ELLs are instructed in the mainstream on an Individual Language Learner Plan (ILLP)
- ▶ 1% of ELLs are in a bilingual program



Arizona's Models of Structured English Immersion

Adopted September 13, 2007



Testimony to the ELL Task Force

- ▶ Over 50 presentations prior to the model adoption
- ▶ Arizona practitioners
- ▶ University researchers
- ▶ Experts in the field of second language learning
- ▶ Research inquiry



Summary of Research Topics Presented to the ELL Task Force

- ▶ Time on Task
- ▶ Teaching of discrete English language skills
- ▶ Fixed periods of time for teaching elements of English
- ▶ Explicit teaching of phonology
- ▶ Explicit teaching of word order rules
- ▶ Explicit teaching of academic vocabulary



ELL Program Principles

- ▶ English is fundamental to content area mastery.
- ▶ Language ability based grouping facilitates rapid language learning.
- ▶ Time on task increases academic learning.
- ▶ Discrete language skills approach facilitates English language learning.



Model Components

- ▶ Entry and Exit based on AZELLA
- ▶ Students grouped by AZELLA proficiency level
- ▶ Specified time allocations
- ▶ ELLs are taught by Highly Qualified teachers
- ▶ Classroom practice based on English Language Development (ELD)
 - English Language Proficiency Standards



Outcome of Model development process

Key Principles

- English is fundamental to content mastery
- Time on task increases academic progression

Principles



Structure

Key Structure

- Entry & exit based on AZELLA
- Class size standards
- Grouping by proficiency then grade
- Time allocations based on standards



Key Policies

- 4 hours of ELD
- 1-year to proficiency
- Language ability based grouping
- Instruction & materials in English

Policy



Classroom Practices

- SEI classes taught in English
- Materials aligned to English Language Proficiency Standards

Classrooms



Four Fundamental Elements

1. 4 hours of English Language Development – as defined in SEI models
2. Lessons taught using the ELP standards
3. ELL students grouped by language proficiency levels
4. Highly Qualified Teacher



Fundamentals 1 & 2

4 hours of ELD

Lessons taught using the
English Language Proficiency
Standards



ALLOCATIONS AND STANDARDS

<p><i>Time Allocation</i></p>	<p>Oral English/ Conversation/Vocabulary</p> <p>60 minutes</p>		<p>Reading</p> <p>60 minutes</p>	<p>Writing</p> <p>60 minutes</p>	<p>Grammar</p> <p>60 minutes</p>
<p><i>Standards to Use</i></p>	<p>Listening & Speaking Domain</p>	<p>Language Strand •Vocabulary</p>	<p>Reading Domain</p>	<p>Writing Domain</p>	<p>Language Strand •Standard English Conventions</p>



4 Hours of ELD

Exceptions

- ✓ Half-day kindergarten must be modified to have a proportionate period of ELD. This works out to 2/3 of instructional time (usually 2 hours of ELD.)
- ✓ If a middle or high school student at the intermediate proficiency level tests proficient in reading or writing or both, after the first year they can reduce ELD time to 3 or 2 hours based on testing proficient on the sub-test.



Fundamental 3

ELL Students Grouped by Language Proficiency Levels



More than 20 ELLs in a three-grade span

- ▶ Schools with more than 20 ELLs in a three grade span must provide instruction in an SEI classroom
 - Students are grouped according to proficiency levels when possible



Benefits of Ability-Based Grouping

- ▶ Targeted instruction
- ▶ Lesson is linguistically appropriate for ALL students
- ▶ Accurate monitoring of student production
- ▶ Minimizes students developing large language "gaps"



Fewer than 20 in a three-grade span

- ▶ Schools with fewer than 20 ELLs in a three-grade span may provide instruction through the use of an Individual Language Learner Plan (ILLP)
 - The student is placed in the mainstream classroom with an individual plan designed to integrate ELP standards into the mainstream curriculum



ILLP Procedure

- Identify teaching team
- Develop plan using English Language Proficiency (ELP) Standards
- Finalize and obtain signatures of teacher(s), administrators, and parents involved with this plan
- Track progress
- Review/update quarterly



Fundamental 4

Teacher Qualifications



Teacher Qualifications

- ▶ Properly Certificated and Endorsed (SEI, ESL, or BLE)
- ▶ Highly Qualified
 - Elementary (K–6)
 - Language Arts or English in Middle School (7 – 8) (also departmentalized 6th grade)
 - English in High School (9–12)



Approved Alternate Models



Phoenix Union Alternate Model

This alternate model addresses the use of social studies or science textual materials for the 60-minute Reading portion of the 4-hour ELD requirement. Provisions include:

- ▶ English language learners must have a composite score of Intermediate on AZELLA.
- ▶ There must be a specific ELP language objective during instruction
- ▶ Content-based texts are grade and proficiency-appropriate levels
- ▶ Teachers will be Highly Qualified in English/Language Arts

Glendale Union High School District “On-Track to Graduate” Alternate Model

Students that meet ALL the criteria below may be exempted from one or two hours of ELD

- ▶ Student has been enrolled in Arizona schools for at least two years
- ▶ Student is a junior or senior
- ▶ Student is an ELL at the Intermediate level on AZELLA (composite score)
- ▶ Student has achieved a score of “approaches,” “Meets,” or “Exceeds” on AIMS subtests of Reading and Writing. A student who scores “Falls Far Below” on either AIMS subtest of Reading or Writing shall be enrolled in four hours of ELD classes in the following school year.
- ▶ The student’s composite score on the AZELLA indicates a history of improvement from prior composite scores.
- ▶ Student’s transcript evidences that student has earned a grade of #3” (“C” equivalent) in core content classes. The student is understood to be on track to graduate.

Monitoring



Why We Monitor?

- Compliance regarding Federal statutes (NCLB Section 3001 – 3304). (Title III)
- Compliance regarding State statutes (A.R.S. 15–751 – 756.12).
- Review ELL programs
Analyze programmatic effectiveness, SEI Model Implementation. (A.R.S. 15–756.08 B)



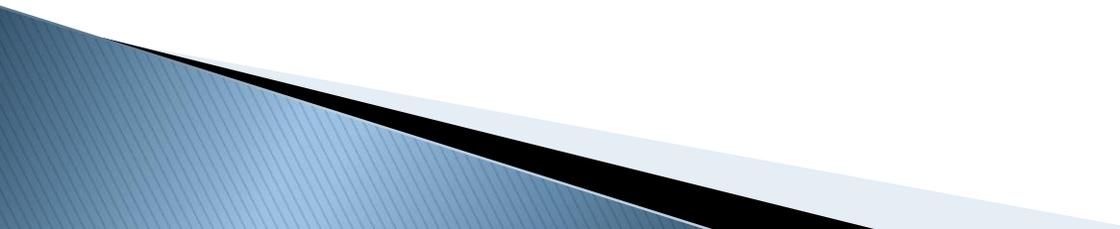
District Selection....

A.R.S. 15-756.08

Minimum Requirements: completed annually

- The top 50 LEAs with the highest # of ELLs will be monitored every 4 years. (Category 1)
- At least: 10 LEAs that are not included in the top 50 LEAs described above. (Category 2)
- At least: 10 LEAs that are not required to provide instruction for English language learners (ELLs) for a majority of their grade levels. LEAs that report 25 or fewer ELLs. (Category 3)

SEI Monitoring Compliance

- ▶ 4 Hours of ELD
 - ▶ 4 hours correctly allocated
 - ▶ Lessons driven by the ELP standards
 - ▶ Students grouped by proficiency level
 - ▶ Teacher highly qualified
- 

Compliant LEAs

- ▶ The top “50” Districts or Charters represent 83% of our ELL population
- ▶ Of the “top 50” LEAS monitored in the last four years
 - 84% are compliant with the SEI Model at this time

Arizona Statewide Reclassification Rates for ELLs

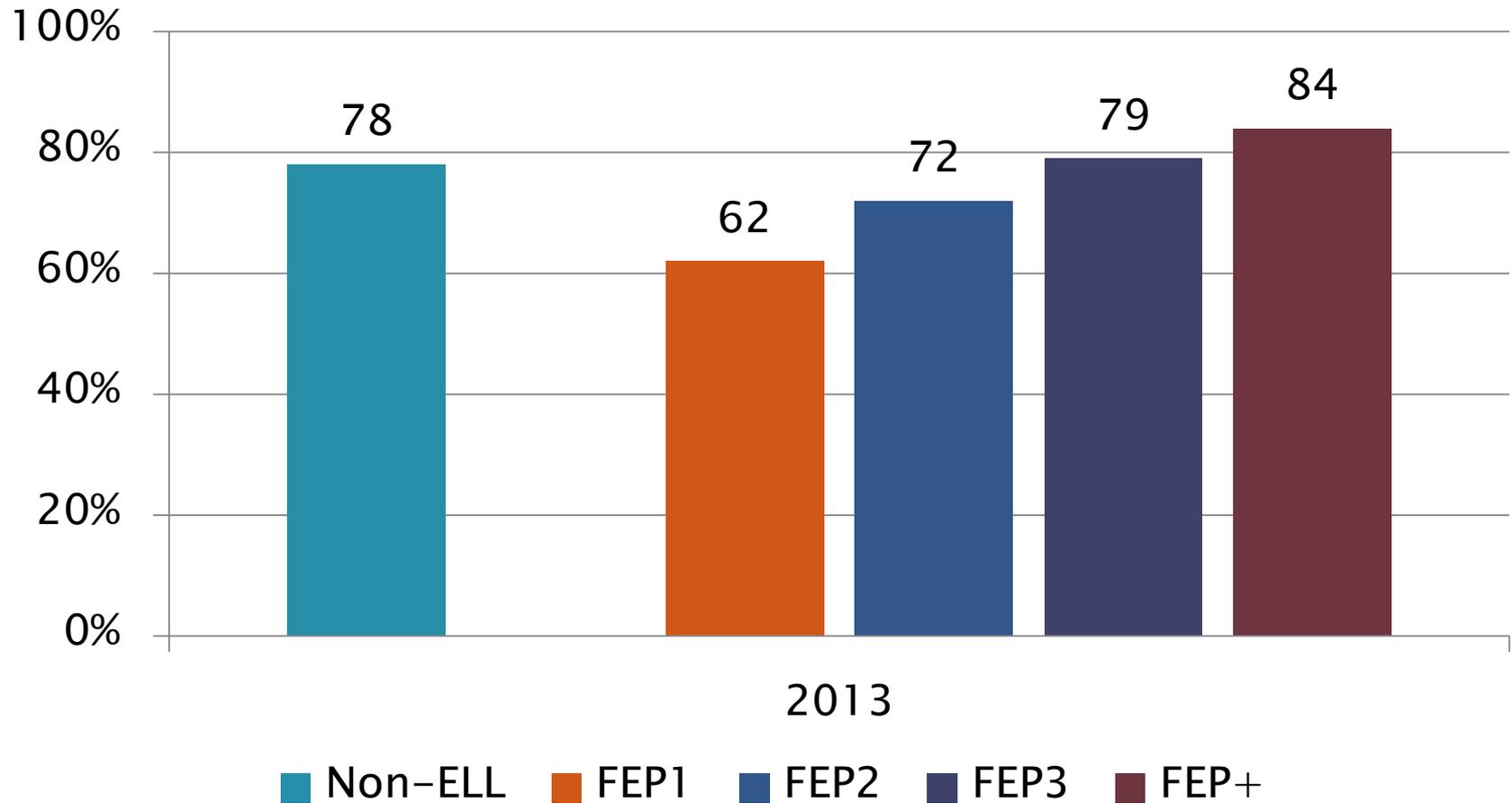
The statewide reclassification rate for English language learners (ELLs) is calculated as the percentage of students classified as ELLs who have scored proficient on the state's English language proficiency assessment (AZELLA) during the school year.

Fiscal Year	School Year	Statewide Reclassification Rate
FY 2005	2004–2005	17%
FY 2006	2005–2006	15%
FY 2007	2006–2007	12%
FY 2008	2007–2008	22%
FY 2009	2008–2009	29%
FY 2010	2009–2010	30%
FY 2011	2010–2011	33%
FY 2012	2011–2012	31%
FY 2013	2012–2013	23.6%
FY 2014	2013-2014	Preliminary – 29%

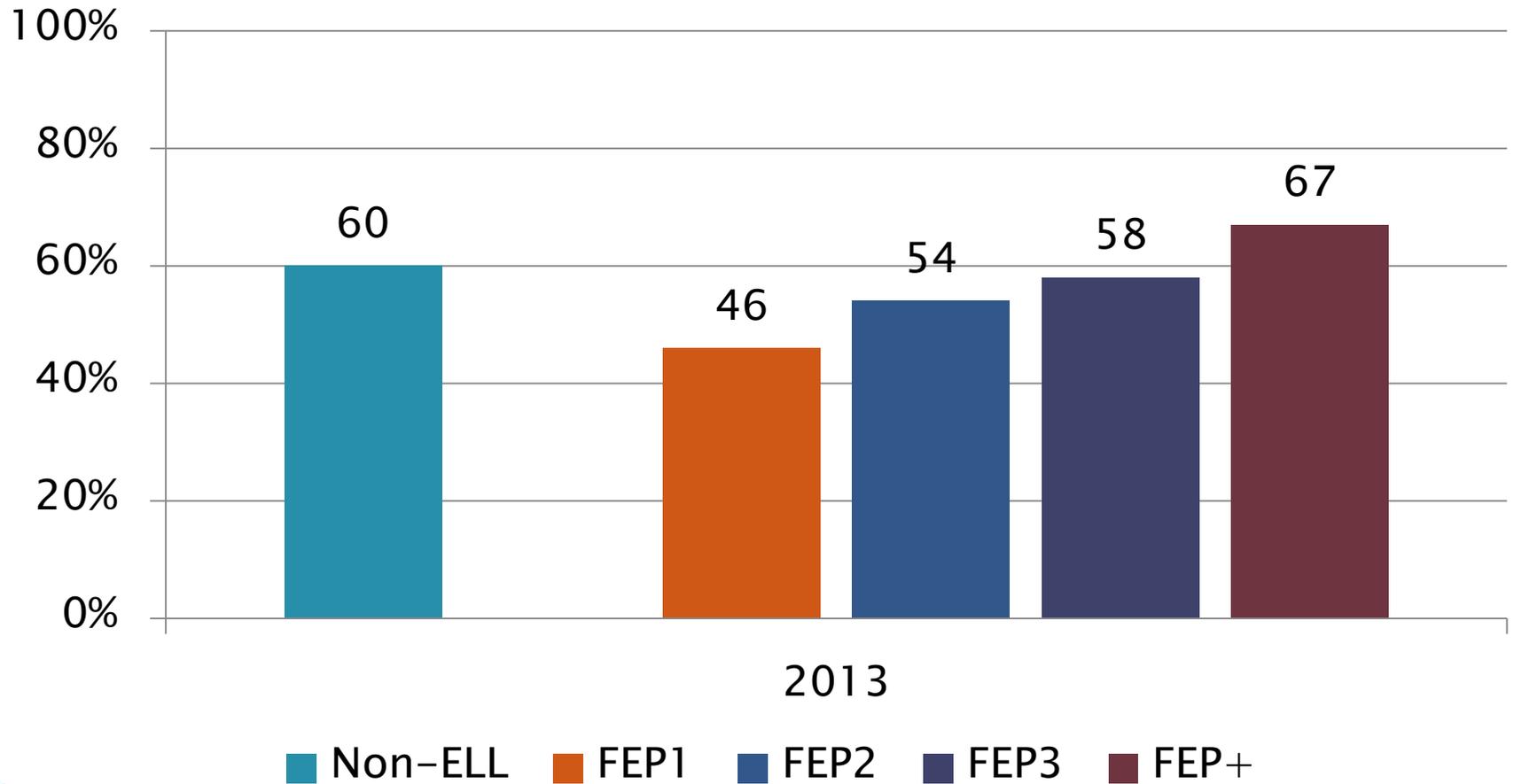
Percent Exited for 2011 Cohort

- ▶ 20% of ELLs exited after 1 year in the SEI program
- ▶ 51% of ELLs exited after 2 years in the SEI program
- ▶ 91% of ELLs exited after 3 years in the SEI program

2013 AIMS Reading – Percent Passing, Fluent English Proficient vs. Non-ELL Status



2013 AIMS Mathematics – Percent Passing, Fluent English Proficient vs. Non-ELL Status



Thank you!

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