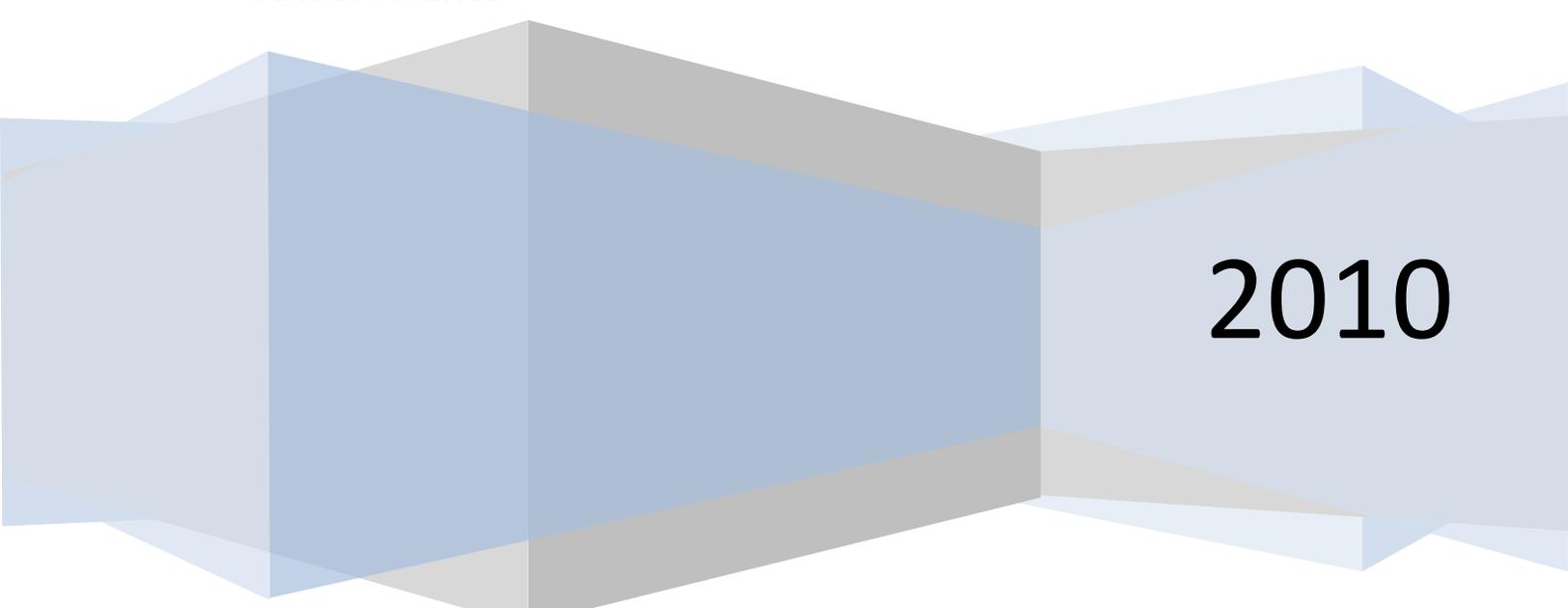


Arizona Department of Education

ELL Counts

Business Rules

School Finance



2010

ELL Funding Business Rules Version 33

Purpose

The purpose of this document is to describe the changes being made to determine the ELL count for students to be used in the formula for state aid equalization.

Applicable statutes

15-901(B)(8)

15-943

15-901(A)(14)

15-752

15-756

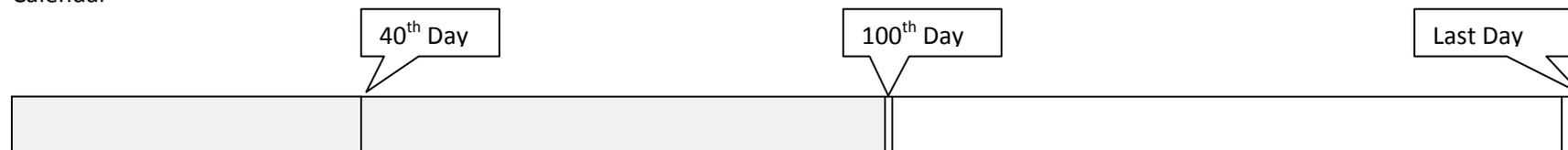
Business Rule Statements

The ELL Group B Funding counts shall no longer be based on three census dates. Starting fiscal year 2010, all membership days associated with fundable school enrollments shall be used as the student count for ELL Group B Funding if there is a valid Language Program participation during any part of the enrollment in the same school. A valid Language Program participation requires a qualifying AZELLA assessment that indicates a need for language services.

Symbols

The following graphics will be used to represent concepts to determine how to calculate ELL student counts.

Calendar



School Enrollment



ELL Service Participation



An assessment that indicates the student qualifies for ELL services



An assessment that indicates English proficiency



Fundable Membership Days

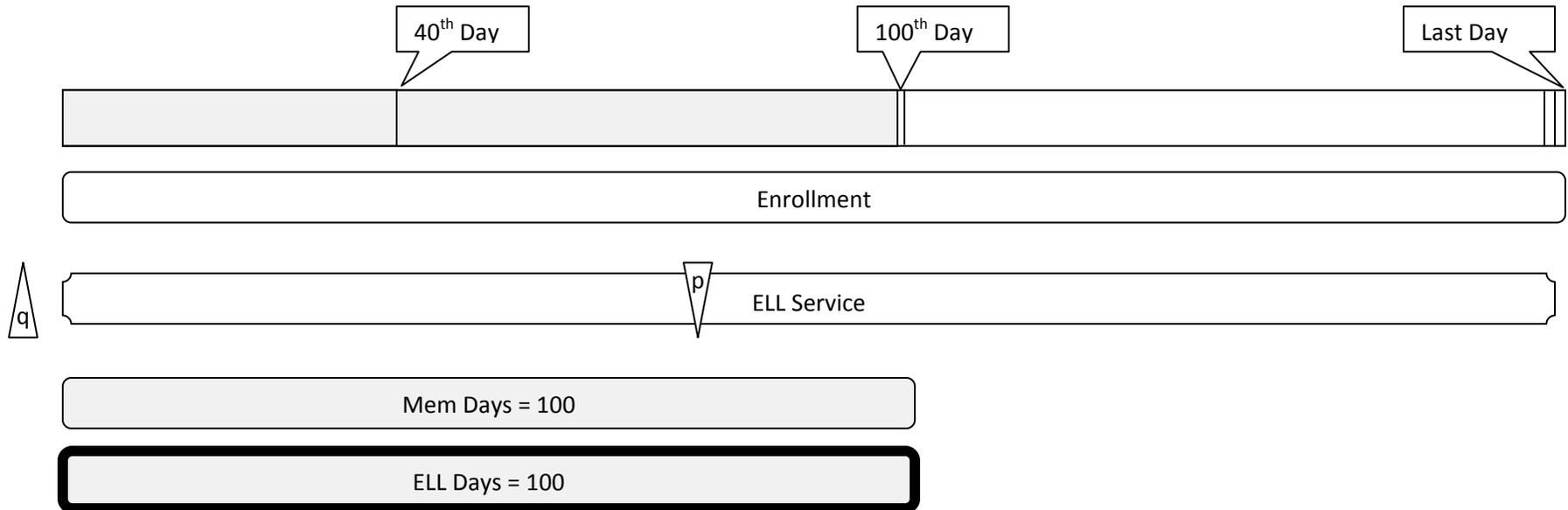


ELL Membership Day Count



Scenario 1

Student was tested in a prior fiscal year as qualified to participate in an ELL program. In the current fiscal year the student enrolls in a school and receives ELL services. Sometime during the year the student is tested as proficient and no longer needing ELL services. Regardless of the length of participation, the ELL Count will be the ADM from the qualifying enrollment.

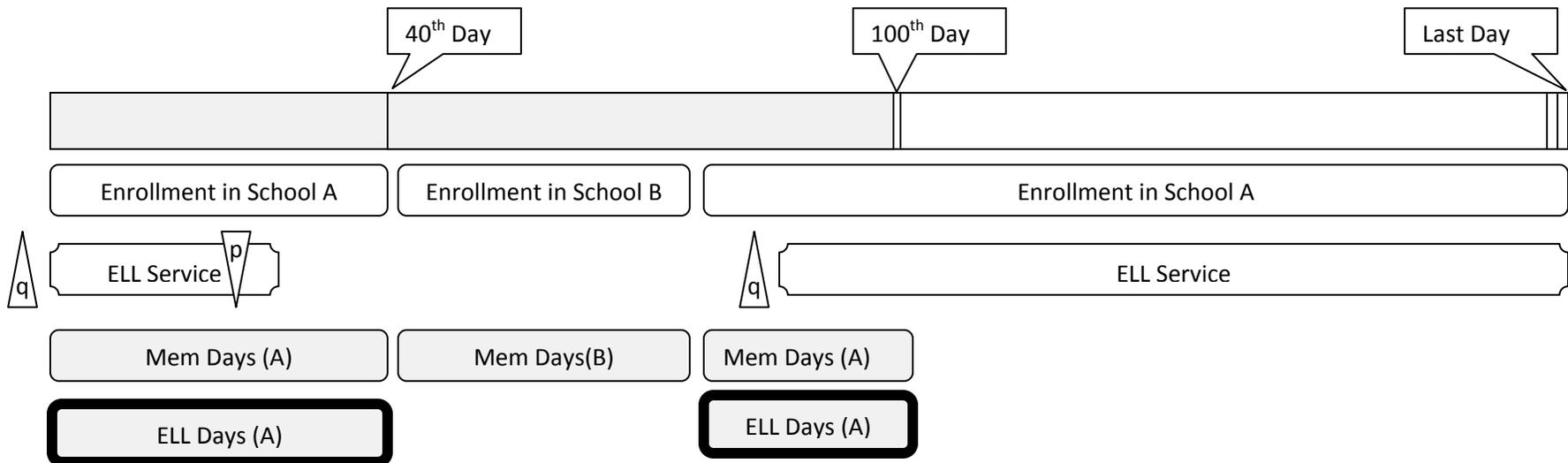


Scenario 2

Both School A and School B have identical school calendars.

Student enrolls in School A and receives valid ELL Services during the school year. During that time the student is tested as proficient and withdraws from School A and enrolls in School B. Later on the student enrolls back into School A and is tested yet again and found to be eligible for ELL services. Then the student receives ELL services before the 100th day.

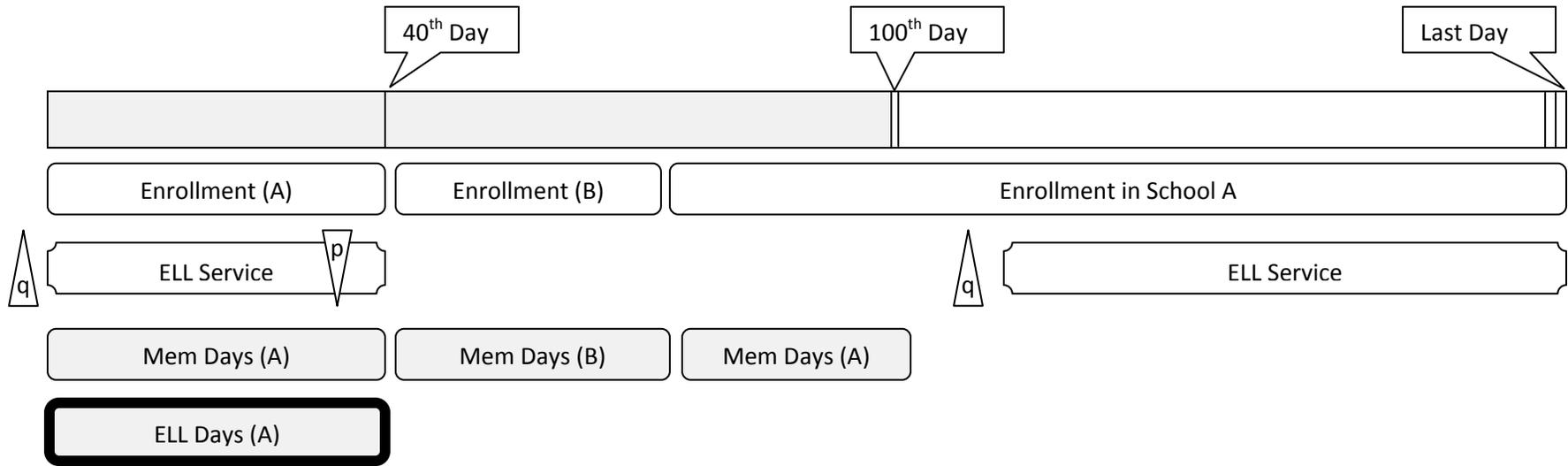
The full ADM from the enrollments that have a valid ELL student participation becomes the ELL count for School A. School B has no ELL count.



Scenario 3

This scenario is the same as the second scenario with the exception that the 2nd qualifying assessment for ELL occurs *after* the 100th Day.

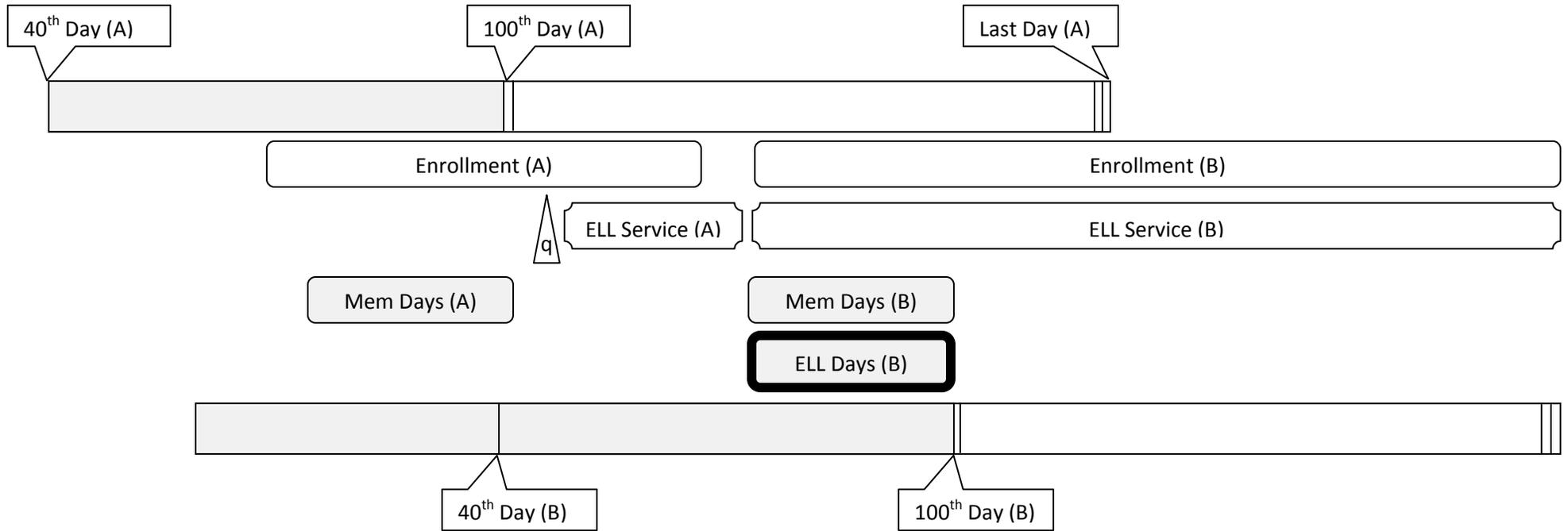
The second membership in school A has no corresponding ELL Count since there are no valid ELL services occurring during the fundable membership period.



Scenario 4

A student enrolls in School A, receives a qualifying assessment and valid ELL Services after the 100th Day. Afterwards, the student withdraws and enrolls in School B and receives valid ELL Services before the 100th Day of School B.

Only School B will generate ELL Membership Days for the ELL Count.



Scenario 5

Assuming calendars at school A and School B are identical; student enrolls in Charter School A (1.0 FTE) and is in an ELL program. The student is also enrolled in Charter AOI B (1.0 FTE) and is not enrolled in an ELL program. Due to concurrency rules, FTE is reduced to .5 and member days are cut in half. The result is that School A receives $\frac{1}{2}$ ELL funding due to the FTE reduction and School B receives no ELL funding.

Note: School A will receive an adjustment to ELL funding even though they are the only school to provide ELL services.

