



## 2021-2022 EL Program Monitoring





### *The Office of English Language Acquisition Services*





#### Why is our English learner (EL) program being monitored?





Your LEA has been assigned to have its EL Program monitored this school year in accordance with **ARS 15-756.08** to ensure you have procedures in place to properly **identify** and **provide services** to students who qualify for EL services, as well as plans to **monitor** and regularly **assess** the progress of all current and recently reclassified ELs.

Due to the current circumstances, OELAS will conduct this federally required program monitoring virtually, electronically and on-site (when applicable).





### Quick Guide Outline by Monitoring Task





General English Learner Program			
 Task	 Legal Reference	 Processes and Procedures Collection	 Documentation to Consider
<b>Professional Development Opportunities for Educators of ELs:</b>	<p><b><u>SEI Models Implementation Guide Reference:</u></b>  <i>All teachers of English learners must have a foundational understanding of high-quality instruction for ELs that is implemented in all classrooms, regardless of the specific instructional program model. To this end, LEAs should provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students. (p. 17-18)</i></p> <p><b>Legal Reference:</b>  <i>Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators. [ESEA section 3115(b)(2)(b)(ii)]</i></p>	<p>The LEA's plan and structure for providing professional development opportunities for educators of ELs.</p>	<p>The LEA's Professional Development Plan for the 2020-2021 school year.</p>

General English Learner Program			
 Task	 Legal Reference	 Processes and Procedures Collection	 Documentation to Consider
<b>SEI Endorsement/ Training for Teachers of ELs:</b>	<b>Legal Reference:</b> <i>A.R.S. §15-756.09(A-D)</i>	The LEA's plan to have teachers receive the necessary training and endorsement (when applicable) for instruction of ELs.	<b>None</b>





General English Learner Program: Required Forms & Documentation			
 Task	 Legal Reference	 Processes and Procedures Collection	 Documentation to Consider
<b>Home Language Survey (HLS):</b>	<b>Legal Reference:</b> <i>The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(A)]</i>	The LEA's policies and procedures for completion and collection of the required Home Language Survey (HLS).	Evidence of using the required <i>Home Language Survey (HLS)</i> : <ul style="list-style-type: none"> <li>• for English learners</li> <li>• for students not classified as English learners</li> </ul>





**General English Learner Program: Required Forms & Documentation, Cont.**

 <b>Task</b>	 <b>Legal Reference</b>	 <b>Processes and Procedures Collection</b>	 <b>Documentation to Consider</b>
<p><b>AZELLA – Identification</b></p>	<p><b>Legal Reference:</b>  <i>The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(B) and R7-2-306(C)(3)]</i></p> <p><i>Local educational agencies, “are to create and implement standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State” and within two weeks of enrollment after the start of the school year. [ESEA section 3113(b)(2)]</i></p>	<p>The LEA’s policies and procedures for identification and assessment of newly enrolling students with a primary home language other than English (PHLOTE). Please be sure to address the timelines (beginning of year and mid-year) for test administration.</p>	<p>EL70 Reports for student(s) with a primary home language other than English on the <i>Home Language Survey</i> (HLS).</p>





 <b>Task</b>	 <b>Legal Reference</b>	 <b>Processes and Procedures Collection</b>	 <b>Documentation to Consider</b>
<p><b>AZELLA – EL Reassessment</b></p> <p><b>Part I: Annual Reassessment</b></p>	<p><b>Legal Reference:</b>  <i>Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners. [ESEA section 1111 (2)(G)(i)]</i></p> <p><i>The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756.05(A)]</i></p>	<p>The LEA's policies and procedures for EL reassessment. Please be sure to address when reassessment occurs.</p>	<p>Evidence of annual reassessment.</p>
<p><b>AZELLA – EL Reassessment</b></p> <p><b>Part II: Notice of Reclassification</b></p>	<p><b>Legal Reference:</b>  <i>A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. [A.R.S. §15-756.05(B)]</i></p> <p><i>LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. [R7-2-306(G)(5)]</i></p>	<p>The LEA's policies and procedures for notifying the parents/guardians in writing that their child has been reclassified as Fluent English Proficient (FEP).</p>	<p>Evidence of using the <i>Notice of Reclassification</i> for ELs that reclassified with a Proficient score on the AZELLA.</p>

## General English Learner Program: Required Forms & Documentation, Cont.

 <b>Task</b>	 <b>Legal Reference</b>	 <b>Processes and Procedures Collection</b>	 <b>Documentation to Consider</b>
<p><b>Parent Notification and Consent</b></p>	<p><b>Legal Reference:</b>  <i>Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]</i></p> <p><i>For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]</i></p>	<p>The LEA's policies and procedures for notifying parents their child is identified as an EL for participation in the school's EL program. Please ensure you address the required timelines (beginning of year and mid-year) for notification.</p>	<p>Evidence of using the <i>Parent Notification and Consent</i> forms to notify parent or guardians.</p>
<p><b>Parent Request for Withdrawal</b></p>	<p><b>Legal Reference:</b>  <i>Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]</i></p>	<p>The LEA's policies and procedures implemented when a parent requests their EL be withdrawn from the school's EL program.</p>	<p>Evidence of using <i>Parent Request for Withdrawal</i> forms when a withdrawal from EL Services is requested by the parent/guardian.</p>

 <b>Task</b>	 <b>Legal Reference</b>	 <b>Processes and Procedures Collection</b>	 <b>Documentation to Consider</b>
<b>Two-Year Monitoring Fluent English Proficient (FEP) Students: Year 1</b>	<p><b>Legal Reference:</b>  <i>The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. [R7-2-306(I)(1)]</i></p>	<p>The LEA's policies and procedures for monitoring FEP students in their <b>first</b> year after scoring Proficient on the most recent Spring AZELLA Reassessment.</p>	<p>Evidence of monitoring the academic progress of Fluent English Proficient students.</p>
<b>Two-Year Monitoring Fluent English Proficient (FEP) Students: Year 2</b>	<p><b>Legal Reference:</b>  <i>The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. [R7-2-306(I)(1)]</i></p>	<p>The LEA's policies and procedures for monitoring FEP students in their <b>second</b> year after scoring Proficient on the AZELLA.</p>	<p>Evidence of monitoring the academic progress of Fluent English Proficient students.</p>

## General English Learner Program: Required Forms & Documentation, Cont.

 <b>Task</b>	 <b>Legal Reference</b>	 <b>Processes and Procedures Collection</b>	 <b>Documentation to Consider</b>
<p><b>Written Individualized Compensatory Plan (WICP)</b></p>	<p><b>Legal Reference:</b>  <i>ELs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the AIMS (AzMerit) test or the nationally standardized norm-referenced achievement test adopted pursuant to A.R.S. §15-741, shall be provided compensatory instruction, which is instruction outside of the school day, to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file. [R7-2-306(F)(4)]</i></p>	<p>The LEA's policies and procedures for offering and providing compensatory instruction to ELs and FEP students. Please include the process for documentation on the Written Individualized Compensatory Plan (WICP).</p>	<p>Evidence that the sites offer and provide compensatory education services to EL and FEP students when applicable.</p>
<p><b>Title III Compliance Document</b></p>	<p><b>Legal Reference:</b>  <i>OSS monitoring assesses the extent to which States provide leadership and guidance for local educational agencies (LEAs) and schools in implementing policies and procedures that comply with the provisions of Title III as authorized under the Education Department of General Administrative Regulations at 34 CFR 80.40.</i></p> <p><i>Contents - Each plan submitted under subsection (a) shall provide an assurance that—the agency will monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements. [(ESEA SEC. 3113.(b)(3)(f)]</i></p>	<p>If your LEA accepts Title III funds, the Title III Compliance for will be completed as an online form in EMAC.</p> <p>This form is built in EMAC for <b>digital completion and submission</b>. The full form can be <a href="#">accessed here</a>.</p>	

## General English Learner Program: Required Forms & Documentation, Cont.

### **EL Teacher Interview**

**Legal Reference:**

*The monitoring required by this section shall be on-site monitoring and shall include classroom observations, curriculum reviews, faculty interviews, student records, a review of English language learner programs and an analysis of programmatic effectiveness, at a minimum, to include prior year data that analyze the progress of English language learners.  
[(A.R.S. §15-756.08(4)(B)]*

Part of the program monitoring will be Teacher Interviews completed by teachers of ELs. Your assigned OELAS Specialist will reach out to you schedule and complete these. There will be an Independent (written) Interview completion process and a Virtual Interview when needed.





# SEI Program Models- Principles 1 & 4

## LDA Principle 1 – Asset-Based Behaviors and Expectations

**Legal Reference:**




*If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]*

 <p>LDA Principle 1 Components</p>	 <p>Processes and Procedures Collection &amp; Documentation That May Support</p>
<p><b>Component 1:</b> Articulating a clear vision and process for student success that includes high expectations for EL student achievement and social-emotional development.</p>	<p>The LEA's Mission/Vision for their English learner program and services. A description of how the LEA's systems and programs are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.</p>
<p><b>Component 2:</b> Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism.</p>	<p>A list and description of the ways in which multiculturalism and multilingualism is celebrated in classroom and school environments.</p>
<p><b>Component 3:</b> Developing a plan to ensure parent/guardian involvement that, at minimum, includes regular communication in a language understood by the parent/guardian, but ideally engages parents as active participants in, and contributors to the school community. Activities that go above and beyond what is offered to parents of non-ELs could include offering sessions for parents/guardians on effective strategies to support their children's learning in and out of school in English and their home language.</p>	<p>A list and description of the opportunities or activities that are offered specifically to the parents of ELs to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children.</p>

## LDA Principle 4 – Assessment, Monitoring, and Feedback

### Legal Reference:

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]

 <p>LDA Principle 4 Components</p>	  <p>Processes and Procedures Collection &amp; Documentation That May Support</p>
<p><b>Component 1:</b> Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance, including AZELLA data and data from other formative and benchmark assessments (including summative assessments) for EL students in their classrooms.</p>	<p>A description of how your LEA ensures teachers use diagnostic tools and formative and summative assessments to measure EL students' language and content knowledge and to inform instruction. Provide examples of the variety of data teachers have access to and/or are provided.</p>
<p><b>Component 2:</b> Ensuring that growth in language development is documented and monitored regularly by the site-based ELD Specialist and all grade-level/content area teachers that are responsible for a portion of the Integrated ELD minutes. (Evidence includes gradebook data as well as lesson plans based on data.) Utilizing protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.</p>	<p>List examples of how your LEA ensures that growth in language development is documented and monitored regularly by the site-based ELD Specialist (Targeted ELD/SEI Teacher) and all grade-level/content area teachers that are responsible for a portion of the Integrated ELD minutes.</p> <p><i>**Evidence from Integrated ELD teachers implementing the Two-Hour Model is not required to be submitted.</i></p>
<p><b>Component 3:</b> Providing regularly scheduled time at least monthly to allow for collaborative data talks between the site-based ELD Specialist and grade-level/content area teams, resulting in Targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data. (Evidence includes schedules and artifacts for data-talks around relevant data as well as student groupings for Targeted ELD.)</p>	<p>List examples of how your LEA ensures that site-based providers of Targeted and Integrated instruction and grade-level/content area teams are provided regularly scheduled time to allow for collaborative data talks resulting in Targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data.</p>

# SEI Program Models- Principles 2 & 3

## SEI Model: Pull-Out Model

Do you have school sites being monitored that have implemented the **Pull-Out SEI Model**?  
*(If no, completion of the following SEI Model details will not be required)*

### Integrated Instruction (LDA Principle 2)

**Expectations of quality Integrated Instruction in disciplinary language and content\*:**

- Grade-level/content area teachers who are teaching a portion of the 60 minutes of Integrated ELD have state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, or lesson plans that reflect at least **60 minutes per day/300 minutes per week (elementary)** or **50 minutes per day/250 minutes per week (secondary)** of language instruction within the Integrated setting.
- Lesson plans that integrate English language proficiency level and standards with content area standards and expectations and includes differentiated instruction for students with different levels of ELP.
- Lesson plans with real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

*\*This list does not encompass the entirety of the LDA principle, which reflects a highly effective and fully implemented program.*

See Principle 2: Guiding Questions document linked [here](#).



#### Processes and Procedures Collection

How the schools are providing **Integrated Instruction** to ELs.



#### Documentation to Consider

### Targeted Instruction (LDA Principle 3)

**Expectations of quality Targeted and explicit language instruction\*:**

- Documentation of endorsements verifying that all individuals who are teaching a portion of the Targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, and class rosters including **60 minutes per day/300 minutes per week (elementary)** or **50 minutes per day/250 minutes per week (secondary)** of pull-out Targeted ELD for all EL students that is provided by a certified ELD Specialist.
- Lesson plans providing focus on English language proficiency level and standards and connecting to content area standards.
- Lesson plans for **Targeted ELD** that include language objectives connected to content instruction, clear connections to identified ELPS performance indicators, and research-based instructional strategies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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See Principle 3: Guiding Questions document linked [here](#).



#### Processes and Procedures Collection

How the schools are providing **Targeted Instruction** to ELs.



#### Documentation to Consider

# SEI Model: Two-Hour Model

Do you have school sites being monitored that have implemented the **Two-Hour SEI Model**?  
*(If no, completion of the following SEI Model details will not be required)*

## Integrated Instruction (LDA Principle 2)

**Expectations of quality Integrated Instruction in disciplinary language and content\*:**

- Lesson plans, walk-through observation data requiring that **English instruction integrated within content instruction** includes a focus on how English functions within the discipline, as well as differentiated linguistic supports for English learner students dependent on their level of English language proficiency (ELP).
- Lesson plans with real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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See Principle 2: Guiding Questions document linked [here](#).



### Processes and Procedures Collection

How the schools are providing **Integrated Instruction** to ELs.



### Documentation to Consider

## Targeted Instruction (LDA Principle 3)

**Expectations of quality Targeted and explicit language instruction\*:**

- Documentation of endorsements verifying that all individuals who are teaching a portion of the Targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, and class rosters including **120 minutes per day/600 minutes per week (elementary)** or **100 minutes per day/500 minutes per week (secondary)** of Targeted ELD for all EL students that is provided by a certified ELD Specialist.
- Lesson plans providing focus on English language proficiency level and standards and connecting to content area standards.
- Lesson plans for **Targeted ELD** that include language objectives connected to content instruction, clear connections to identified ELPS performance indicators, and research-based instructional strategies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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### Processes and Procedures Collection

How the schools are providing **Targeted Instruction** to ELs.



### Documentation to Consider

# SEI Model: 50/50 Dual Language Immersion Model

Do you have school sites being monitored that have implemented the **50/50 Dual Language Immersion Model**?  
*(If no, completion of the following SEI Model details will not be required)*

## Integrated Instruction (LDA Principle 2)

**Expectations of quality Integrated Instruction in disciplinary language and content\*:**

- Grade-level/content area teachers who are teaching a portion of the 60 minutes of Integrated ELD have state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, or lesson plans that reflect at least **90 minutes per day/450 minutes per week (elementary)** or **75 minutes per day/375 minutes per week (secondary)** of language instruction within the Integrated setting.
- Lesson plans that integrate English language proficiency level and standards with content area standards and expectations and includes differentiated instruction for students with different levels of ELP.
- Lesson plans with real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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See Principle 2: Guiding Questions document linked [here](#).

### Processes and Procedures Collection

How the schools are providing **Integrated Instruction** to ELs.

### Documentation to Consider

## Targeted Instruction (LDA Principle 3)

**Expectations of quality Targeted and explicit language instruction\*:**

- Documentation of endorsements verifying that all individuals who are teaching a portion of the Targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, and class rosters including **30 minutes per day/150 minutes per week (elementary)** or **25 minutes per day/125 minutes per week (secondary)** of Targeted ELD for all EL students that is provided by a certified ELD Specialist.
- Lesson plans providing focus on English language proficiency level and standards and connecting to content area standards.
- Lesson plans for **Targeted ELD** that include language objectives connected to content instruction, clear connections to identified ELPS performance indicators, and research-based instructional strategies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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### Processes and Procedures Collection

How the schools are providing **Targeted Instruction** to ELs.

### Documentation to Consider

# SEI Model: Newcomer Model

Do you have school sites being monitored that have implemented the **Newcomer SEI Model**?  
*(If no, completion of the following SEI Model details will not be required)*

## Integrated Instruction (LDA Principle 2)

**Expectations of quality Integrated Instruction in disciplinary language and content\*:**

- Grade-level/content area teachers who are teaching a portion of the 60 minutes of Integrated ELD have state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, or lesson plans that reflect at least **120 minutes per day/600 minutes per week (elementary)** or **100 minutes per day/500 minutes per week (secondary)** of language instruction within the Integrated setting.
- Lesson plans that integrate English language proficiency level and standards with content area standards and expectations and includes differentiated instruction for students with different levels of ELP.
- Lesson plans with real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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### Processes and Procedures Collection

How the schools are providing **Integrated Instruction** to ELs.

### Documentation to Consider

## Targeted Instruction (LDA Principle 3)

**Expectations of quality Targeted and explicit language instruction\*:**

- Documentation of endorsements verifying that all individuals who are teaching a portion of the Targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement.
- Master schedules, student schedules, and class rosters including **120 minutes per day/600 minutes per week (elementary)** or **100 minutes per day/500 minutes per week (secondary)** of Targeted ELD for all EL students that is provided by a certified ELD Specialist.
- Lesson plans providing focus on English language proficiency level and standards and connecting to content area standards.
- Lesson plans for **Targeted ELD** that include language objectives connected to content instruction, clear connections to identified ELPS performance indicators, and research-based instructional strategies.
- Protocols and tools that assess components of high quality Integrated and Targeted ELD instruction on formal walkthrough observations.

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See Principle 3: Guiding Questions document linked [here](#).

### Processes and Procedures Collection

How the schools are providing **Targeted Instruction** to ELs.

### Documentation to Consider

