The EL Coordinator Boot Camp was designed to be a series of entrylevel sessions/topics for district and site-level EL Program Administrators/Directors and EL Coordinators involved in the implementation and oversight of programs for Arizona's English learners (ELs).

Topic 1: Our "WHY"

Topic 2: Arizona's English Learner Context

Topic 3: English Learner Instruction

Topic 4: A Year in the Life of an EL Coordinator

Topic 5: Considerations & Next Steps

Appendix of Resources

- AZ EL Determination and Services Infographic
- Quick List of OELAS Contacts

Mentimeter link:

www.menti.com with CODE: 7886 1035

Direct Link (no code needed): https://www.menti.com/t7iy4tpyd4

Google Task:

Topic 2: https://bit.ly/3IV4K55

Topic 3: https://bit.ly/3PmxCpd

EL Coordinator Boot Camp

Presented by the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education

> Wednesday, July 20, 2022 8:30am – 4:00pm



Office of English Language Acquisition Services

TOPIC 1: OUR "WHY"

Why are we here?

Federal and State Requirements:

EL Coordinators:

Where to access additional supports:

TOPIC 2: ARIZONA'S ENGLISH LEARNER CONTEXT

Serving English Learners in Arizona (SEE APPENDIX A for Infographic - page 13)			
Identify	Enact ELD Services and Instruction	Exit and Monitor Progress	

Required EL Forms - At a Glance		
EL Form:	Notes:	
Home Language Survey		
Initial AZELLA Assessment (Rapid Report and/or EL70)		
Annual AZELLA Reassessment (Report and/or EL70)		
Parental Notification and Consent Form		
Parent Request for Withdrawal from an English Learner Program		
Notification of Reclassification		
Two-Year Monitoring Form for Fluent English Proficient Students		
Written Individualized Compensatory Plan (WICP)		
AZELLA Placement Test Referral form: EL to Mainstream		
AZELLA Placement Test Referral form: Mainstream to EL		

TOPIC 3: ENGLISH LEARNER INSTRUCTION

Language Development Approach (LDA)			
Principle 1	Principle 2	Principle 3	Principle 4

		Additiona	al Notes
Integrated ELD	Targeted ELD	Integrated ELD	Targeted ELD
 Occurs throughout the day, and is designed for optimum EL engagement in content (e.g., ELA, science, art, math, etc.) Focus on access to grade-level content and development of discipline specific academic language All teachers with ELs in their classrooms use ELP Standards <i>in tandem with</i> Arizona's ELA/Literacy and other content standards 	 A protected time during the day for specialized instruction focused on language for EL students Focus on additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language Teachers responsible for targeted ELD use the ELP Standards as the focal standards in ways that build into and from content instruction. 		

SEI Models		
Pull-Out Model Two-Hour Model		
Newcomer Model (4 Hours)	50/50 Dual Language Immersion Model	

5 Major Shifts in English Language Proficiency Standards (ELPS)

From the 2010 ELPS	To the 2019 ELPS
1. Stages	1.
2. Domains	2.
3. Five Proficiency Stages	3.
4. Tasks	4.
5. Sequential Language Development	5.

Shift #1	
Shift #2	
Shift #3	
Shift #4	
Shift #5	

TOPIC 4: A YEAR IN THE LIFE OF AN EL COORDINATOR

A Year in the Life of an EL Coordinator

Before/Beginning the school year	Ongoing through- out the year	AZELLA Reassessment	Closing out the school year	Preparing for the next school year
 Complete AZELLA Placement Test training modules Train Registrar/Office Staff on Home Language Survey (HLS) form collection Identify your EL students (for program placement and AZELLA Placement testing) using HLS and EL 70/73 Reports Notify Parent Withdrawn (PW) students if there are any EL program changes Administer AZELLA Placement tests Send home LEA signed Parental Notification and Consent (PNC) forms, and file once parents have signed & returned Update EL program and SEI model membership in AzEDS 	 Check EL 73 reports for newly enrolled EL/FEP students Monitor progress of file collection (PNC attempts) Spot-check student cumulative files for EL paperwork Train teachers on FEP 1 & FEP 2 Data Collection; FEP 1 & 2 data collection Complete and file the Written Individualized Compensatory Instruction Plan (WICP); when applicable 	 Complete AZELLA Reassessment Test training modules Create testing schedules Administer the Spring AZELLA Reassessment to all ELs (current & parent withdrawn) 	 Upon receiving AZELLA Reassessment reports, send home a copy of the Student Reports; and for students who scored proficient, complete and send home the Parent Notice of Reclassification forms File reports and copies of the Parent Notice of Reclassification forms in student cumulative files Update program membership in AZEDS Complete and file FEP 1 and FEP 2 monitoring forms 	 Update EL student lists Check teacher qualifications and endorsements Analyze data trends & recognize professional development needs

TOPIC 5: ADDITIONAL CONSIDERATIONS & NEXT STEPS

EL Professional Learning

OELASPD@azed.gov

www.azed.gov/oelas/oelas-professional-development

EL Data and Reporting

Contact: Micky Gutier | 602-542-7469 | Micky.Gutier@azed.gov

www.azed.gov/oelas/el-data

ADE Connect Applications and where to access EL reports:			
AzEDS Portal	Assessments		
 EL10 – EL Data Verification Report provides a compilation of student EL data that has been submitted to ADE 	 EL 70 – AZELLA Student Test History Report individual EL language test history 		
EL70 – AZELLA Student Test History Report	EL 72 – AZELLA Roster Report		
 individual EL language test history EL71 – EL Program Participation Report 	 AZELLA Roster Report displays all of the AZELLA Placement and Spring Reassessment Tests 		
 documents which students were placed into an EL Program, and when submitted, the EL Program Exit Reason 	EL 73 – EL Student Need Report LEA Reason		
 EL74 – October 1 EL Report compiles student level EL Program data for October 1 Enrollment purposes 	 EL Student Need Report displays all students in an LEA/School that have an EL Need Corrections 		

AzEDS Transactions and Codes:

www.azed.gov/oelas/el-data

EL Program Participation - Codes and Descriptions (The LEA determines this field in AzEDS)		
Code Value in AzEDS	EL Program Participation - Description	
A1	Structured English Immersion (SEI) Pull-Out Model	
A2	Structured English Immersion (SEI) Two-Hour Model	
A4	Structured English Immersion (SEI) Newcomer Model	
A5	50-50 Dual Language Immersion (DLI) Model	
B1	Bilingual with Waiver 1	
B2	Bilingual with Waiver 2	
B3	Bilingual with Waiver 3	
PW	Parent Withdrawn EL	

AzEDS EL Transactions At-A-Glance

www.azed.gov/sites/default/files/2021/07/AzEDS EL Transactions At-A-Glance FY2022.pdf

EL Funding

www.azed.gov/oelas/el-data

Title III

Entitlement Grant | July to following September (15 month) to expend funds | **FY23 is 7/1/22 – 9/30/23**

- <u>Supplemental</u> funds to provide for professional development, parent/family/community engagement of ELs, academic support (outside the required SEI Model(s)), supplemental supplies for EL instruction or professional development, etc.
- ELs must be enrolled in a language program and passing integrity on EL71
 - Prior year EL count determines current year Title III allocation
- Title III is a per-pupil allocation
- For-profit LEAs not eligible
- Did my district or charter receive Title III funds for FY 2023?
 - <u>www.azed.gov/oelas/title-iii</u> → "Title III Allocations"

SEI Budget

Semi-Competitive Grant | Application Window: March 1 – May 1

- Funds to meet incremental (required) costs for implementation of the research-based models of structured English immersion.
- Salaries and benefits for incremental teachers [ARS 15-756.01] for the delivery of Targeted instructional ELD minutes.
- 12-month grant with no carryover
- Project period: July 1 through June 30
- Curious about the process?
 - www.azed.gov/oelas/sei-budget

APPENDIX A:

Arizona English Learner Determination and Services



Parent Request for Student Withdrawal (linked) ESSA / 1112/e/3//A

- · Must be requested by the parent/guardian
- Consultation regarding any alternative educational options .
- Parent and Administration sign the unalterable form .
- EL program services are re-evaluated when a new SEI Model is available (change in grade, teacher, or school)

Comprehensive ELD (linked)

- A.R.S. §15-765(C) and SEI Model Implementation Guide, page 12
- . The LEA/School(s) select SEI Model(s) to implement at
- sites based on the school(s) and needs of ELs
- The schools and SEI teachers are providing quality ELD.
- instruction in alignment to the four Principles of
- Arizona's Language Development Approach

Determining Initial Placement for Services:

- · Proficient Score: the student is considered Initial English Fluent Proficient (IFEP), no services or documentation is required
- · Pre-Emergent/Emergent , Basic, or Intermediate: the student qualifies for EL services

EL Services History or Initial Placement A.R.S. §15-750(B)

Timeline: 30-days from start of year or two-weeks from date enrolled (after school starts)

If a primary home language other than English is noted on the HLS:

- · Check the student's EL 70 Report for a previous AZELLA test. If test history is current, proceed to Parent Notification and Consent form.
- · If there is no assessment history, administer an AZELLA Placement test.

This process is only completed upon school enrollment.

Enrollment: Home Language Survey (linked)

A.R.S. (15-750(A) and R7-2-300 (B)(1)

- · Only completed upon initial enrollment in LEA/School
- · Transfer within LEA: if the file is transferred, a new HLS is not needed
- · May not be altered



Parent Notification and Consent (linked)

- A.R.S. §15-750(A) and R7-2-300 (B)(· Required annually for all ELs receiving EL services
- · May not be altered
- · Timeline: 30-days from start of year or two-weeks from date enrolled (after school starts)

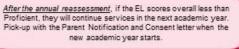
Compensatory Instruction (linked) R7-2-306/FI/4//0//1

- · As needed, offer compensatory instruction to ELs and
- FEPs (Fluent English Proficient students) Use the WICP form for documentation
- (R7-2-306(E)(1))

Annual Reassessment (linked) A.R.S. 15-760(A

- · Required annually for all ELs (including ELs who are Parent Withdrawn from
- services) · Completed at the end of each school year

ENACT ELD SERVICES & INSTRUCTION



Notice of Reclassification (linked) A.M.S. 135,758(A) · Only completed once upon a Proficient

AZELLA Reassessment test

Monitoring of Fluent English Proficient (FEP) Students (linked)

Monitoring academic progress occurs for two academic years after the EL

reclassified (FEP Year 1 and FEP Year 2)

EXIT AND MONITOR PROGRESS

QUICK LIST OF OELAS CONTACTS:

www.azed.gov/oelas/questions

- AZELLA
 - AZELLA Inbox | <u>AZELLA@azed.gov</u>
- EL Funding
 - Mary Ricci-Marriott | <u>Mary.Ricci-Marriott@azed.gov</u>
 - Kayla Oswald | Kayla.Oswald@azed.gov
- EL Data and Reports
 - Micky Gutier | <u>Micky.Gutier@azed.gov</u>
- EL Program and Service
 - Ecaterina Avelar | <u>Ecaterina.Avelar@azed.gov</u>
 - Michelle Scott | <u>Michelle.Scott@azed.gov</u>
 - Sarah Ripperger | <u>Sarah.Ripperger@azed.gov</u>
- Professional Learning
 - OELASPD@azed.gov
- SEI Endorsement
 - Denella Kirkland | <u>Denella.Kirkland@azed.gov</u>