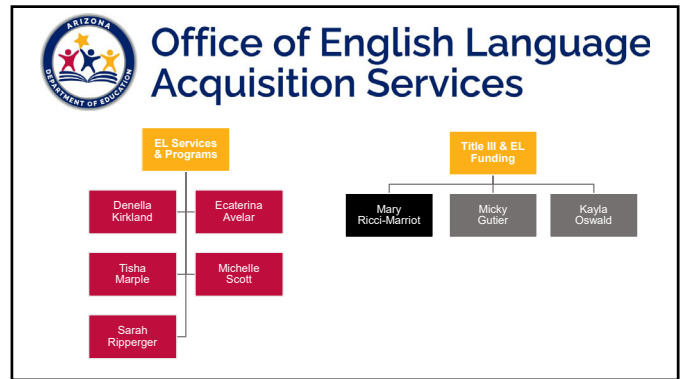


# EL COORDINATOR BOOT CAMP 2022

OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES  
WEDNESDAY, JULY 20, 2022



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## BOOT CAMP AGENDA

- Our "Why"
- Arizona's English Learner Context
- English Learner Instruction
- A Year in the Life of an EL Coordinator
- Considerations & Next Steps

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## BOOT CAMP FORMAT

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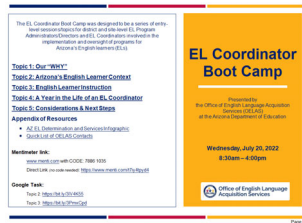
## BOOT CAMP NORMS





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## BOOT CAMP NOTE CATCHER



The EL Coordinator Boot Camp was designed for a series of activities and discussions. Below are the topics, EL Programs, Administration/Division/Office, Considerations/Instructions for Implementation, and a list of English Learner (EL) Services.

**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**

- Arizona Department of Education
- Arizona's English Learner (EL) Services

**Wednesday, July 20, 2022**  
8:30am - 4:00pm

Office of English Language Acquisition Services

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**TOPIC 1**  
OUR "WHY"

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**WHY ARE WE HERE?**



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Equal access to a quality education that enables them to progress academically while learning English.

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School Districts' responsibilities under civil rights law to provide an equal educational opportunity to English learner:

1. identify students as potential ELs;
2. assess student's need for EL services;
3. develop a program which, in the view of experts in the field, has a reasonable chance for success;
4. ensure that necessary staff, curricular materials, and facilities are in place and used properly;
5. develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
6. assess the success of the program and modify it where needed.

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**STATE REQUIREMENTS**



**SB1014** | EL legislation passed and signed into law on February 14, 2019, changing the minimum required daily minutes of ELD to:

- 120 minutes K-5
- 100 minutes 6-12

A. The state board of education shall adopt and approve research-based models of structured English immersion for school districts and charter schools to use.

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Approved instructional models must adhere to the following criteria:

1. Provide coherent instruction aligned with this state's English Language Proficiency Standards.
2. Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
3. Include access to complex language content through grade-level textbooks with appropriate supports.
4. Include parental engagement strategies.

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### SCHOOL DISTRICT / CHARTER GOVERNING BOARD

- Reviews regulations for compliance with local, state, and federal policies and laws.
- Approves the LEA's budget and purchases and allocates resources accordingly.
- Monitors the LEA's academic, financial, and operational performance.



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### EL COORDINATORS


**Role includes but is not limited to:**

- identification and assessment of English learner needs for services.
- manage the implementation and evaluation of English learner services and programs within district.
- ensure necessary staff, curricular materials, and facilities are in place and used effectively.
- develop appropriate program exit criteria and tools for measuring the progress of students.
- assess the success of program implementation and modifications where needed.

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### EL COORDINATOR CONT.

- District level and school site decision-makers
- District level and school site instructional leaders
- District level and school site registrar



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### Office of English Language Acquisition Services

**ARS 15-756.07**

- Publish English language learner policy guidelines to notify school districts and charter schools of their responsibilities.
- Develop programs to enhance all aspects of training for teachers and administrators.
- Provide technical assistance to implement structured English immersion programs.
- Develop guidelines for monitoring to ensure compliance with all federal and state laws regarding English language learners.

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### ADDITIONAL GUIDANCE & SUPPORT



- AZELLA
- Accountability
- Certification
- Programs & Supports

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## AZELLA



- Meets both state and federal requirements to measure students' English language proficiency.
- Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction.
- Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency.
- Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

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## ACCOUNTABILITY



- Aims to measure the growth in quality of Arizona schools and districts by producing timely and reliable accountability determinations as required by state and federal law.
- Supports schools, districts, and other stakeholders to refine the system as well as utilize data in an appropriate and effective manner.
- Conducts research and program evaluation on pertinent issues and programs related to education for the state of Arizona.
- Providing empirical and qualitative research and the application of quality program evaluation while advancing community understanding of the relevance of research.

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## EXCEPTIONAL STUDENT SERVICES



- Ensures that public education agencies in Arizona have special education programs, policies, and procedures that comply with the federal Individuals with Disabilities Education Act (IDEA) and its implementing regulations.
- Ensures that eligible children and youth with disabilities receive a free appropriate public education (FAPE).
- Provides professional learning opportunities and technical assistance to schools.
- Supports the needs of families of students with disabilities.
- Monitors schools for compliance with the regulations that implement the IDEA.
- Administers the IDEA Entitlement grant.

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## CERTIFICATION



- Provides services to educators to assist them in obtaining and maintaining their Arizona Educator Certification. Including:
  - Early Childhood, Elementary, Secondary, CTE, STEM, Arts, Physical Education, Administration, Special Education, Adult Education and others as well as adding approved content areas and endorsements.
- The unit also assists out-of-state educators in obtaining Arizona Certification.
- Supports Human Resource departments through staff training and facilitating on-site certification events to meet the needs of their educators.

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## ADE PROGRAM AREAS & SUPPORTS



- K-12 Standards
- Exceptional Student Services
- Office of Indian Education
- Migrant Education Program
- Foster Care Education Program
- Homeless Education Program
- Office of Digital Teaching & Learning

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*Our shared responsibility to ensure our Arizona multilingual students have equal access to a quality education that enables them to progress academically while learning English.*

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# TOPIC 2

## ARIZONA'S ENGLISH LEARNER CONTEXT

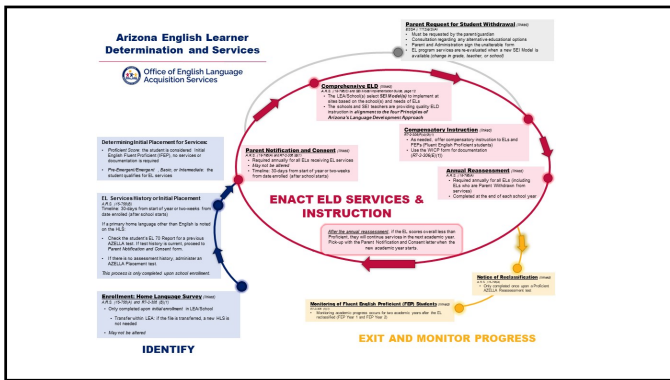
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# ENGLISH LEARNER SERVICES

```

    graph LR
      A[Identify] --> B[Enact ELD Services & Instruction]
      B --> C[Exit & Monitor Progress]
    
```

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27

# ENGLISH LEARNER SERVICES

Forms & Documentation

Program & Instruction

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# EL IDENTIFICATION & DOCUMENTATION

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Required EL Forms - At a Glance	
EL Form:	Required For:
Home Language Survey	All students enrolled (EL & Non-EL)
Initial AZELLA Assessment (Rapid Report and/or EL70)	All students with a Primary Home Language Other Than English (EL & Non-ELs with an Initial Proficient Score)
Annual AZELLA Reassessment (Report and/or EL70)	All ELs (including Parent Withdrawn)
Parental Notification and Consent Form	All enrolled ELs
Parent Request for Withdrawal from an English Learner Program	Identified ELs <b>when applicable</b>
Notification of Reclassification	FEPs <b>when applicable</b>
Two-Year Monitoring Form for Fluent English Proficient Students	All ELs & FEPs <b>when applicable</b>
Written Individualized Compensatory Plan (WICP)	All ELs & FEPs <b>when applicable</b>
AZELLA Placement Test Referral form: EL to Mainstream	Any student <b>when applicable</b>
AZELLA Placement Test Referral form: Mainstream to EL	Any student <b>when applicable</b>

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## EL FORMS & DOCUMENTATION



### File vs. EL File

- Documentation for EL students is maintained as part of the students' cumulative record
- Many school districts and charter schools choose to include a folder specifically for EL documentation for their EL students – this is entirely an LEA decision

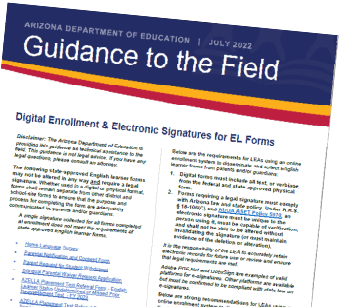
### Digital Files

- See recent guidance to the field on digital documents and electronic signatures
- Files need to be able to be presented when requested

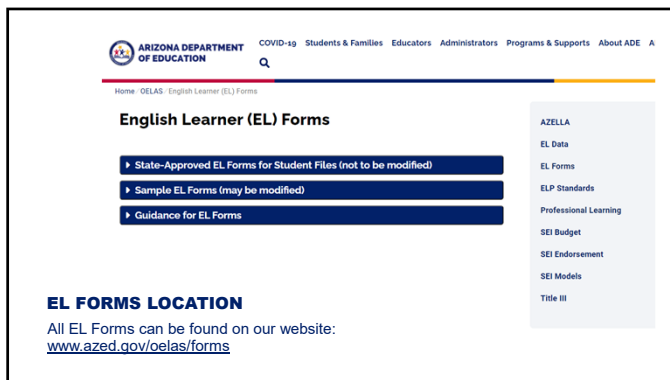
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## RECENT GUIDANCE TO THE FIELD – DIGITAL ENROLLMENT

**All state-approved English learner forms may not be altered in any way and require a legal signature.** Whether used in a digital or physical format, forms shall remain separate from other district and school-site forms to ensure that the purpose and process for completing the form are adequately communicated to parents and/or guardians.



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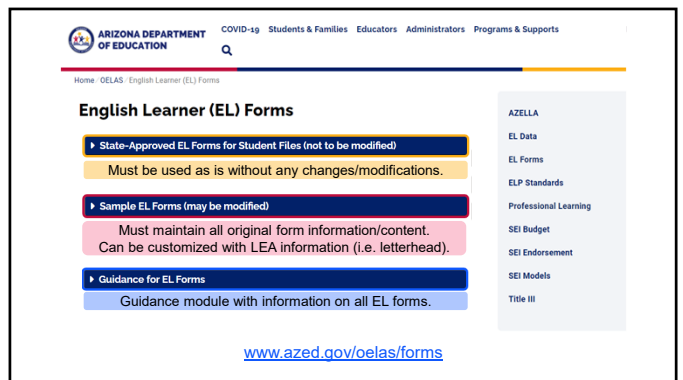


**English Learner (EL) Forms**

- State-Approved EL Forms for Student Files (not to be modified)
- Sample EL Forms (may be modified)
- Guidance for EL Forms

**EL FORMS LOCATION**  
All EL Forms can be found on our website: [www.azed.gov/oelas/forms](http://www.azed.gov/oelas/forms)

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**English Learner (EL) Forms**

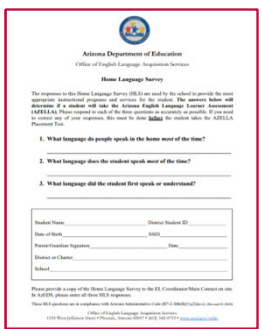
- State-Approved EL Forms for Student Files (not to be modified)**  
Must be used as is without any changes/modifications.
- Sample EL Forms (may be modified)**  
Must maintain all original form information/content. Can be customized with LEA information (i.e. letterhead).
- Guidance for EL Forms**  
Guidance module with information on all EL forms.

[www.azed.gov/oelas/forms](http://www.azed.gov/oelas/forms)

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## HOME LANGUAGE SURVEY (HLS)

- Completed by a parent/guardian during initial enrollment of a student in the LEA/school.
- Determines eligibility for AZELLA assessment by identifying a PHLOTE (Primary Home Language Other Than English).



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REQUIRED COMPONENTS	ADDITIONAL CONSIDERATIONS
<ul style="list-style-type: none"> <li>Completed <b>only once</b></li> <li>Must contain legal signature and date</li> <li>All fields need to be completed (including SSID)</li> <li>Corrections to responses must be completed before the AZELLA is administered</li> <li>A hard copy must be placed in all student files</li> </ul>	<ul style="list-style-type: none"> <li>Annual training for registrars                             <ul style="list-style-type: none"> <li>Parent support</li> <li>Checking for completion</li> <li>Ensuring SSID is present/correct</li> </ul> </li> <li>Internal audits to ensure a hard copy is in each file (ELs and non-ELs) and to eliminate duplicate forms</li> </ul>

**HOME LANGUAGE SURVEY**

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## EL ASSESSMENT DATA (AZELLA)

### AZELLA Student Reports

- A copy of the student AZELLA report will be provided each time an EL student takes a placement or reassessment AZELLA assessment.
- A copy of all AZELLA reports should be placed in the EL student's file to document AZELLA test history.

### EL70 Report

- An EL70 report should be pulled to check for current AZELLA history when a language other than English is noted on the Home Language Survey.
- If the EL70 shows an AZELLA history, place a copy in the EL student's file.

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## SAMPLE AZELLA STUDENT REPORT

**Student Report**

**AZELLA**  
Arizona English Language Learner Assessment  
Arizona Department of Education  
Reporting Date: 06/06/2022 (Cycle 21)

**How did FIRS/NA perform on the English Language Learner Assessment?**

**OVERALL PROFICIENCY LEVEL:**

- Proficient students consistently comprehend social and academic content and use appropriate vocabulary using a variety of oral and written resources. They can comprehend all content and participate in classroom activities. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts.
- Intermediate students have a moderate understanding of social and academic content and use appropriate vocabulary using a variety of oral and written resources. They comprehend all content and participate in classroom activities. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts.
- Basic students have a limited understanding of social and academic content and use appropriate vocabulary using a variety of oral and written resources. They comprehend all content and participate in classroom activities. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts.
- The Emergent/ Emerging students have an elementary level of comprehension of social and academic content. They comprehend all content and participate in classroom activities. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts. They are able to understand and use appropriate academic language in a variety of contexts.

**Score Report**

Score	Proficiency Level	Standard	Substandard	Proficient
20	Basic	Listening	20	20
20	Basic	Speaking	20	20
20	Basic	Reading	20	20
20	Basic	Writing	20	20
20	Basic	Language	20	20
20	Basic	Mathematics	20	20
20	Basic	Science	20	20
20	Basic	History	20	20
20	Basic	Art	20	20
20	Basic	Physical Education	20	20
20	Basic	Health	20	20
20	Basic	Career	20	20
20	Basic	Life Skills	20	20
20	Basic	Self-Management	20	20
20	Basic	Self-Advocacy	20	20
20	Basic	Self-Direction	20	20
20	Basic	Self-Motivation	20	20
20	Basic	Self-Regulation	20	20
20	Basic	Self-Reflection	20	20
20	Basic	Self-Improvement	20	20
20	Basic	Self-Management	20	20
20	Basic	Self-Advocacy	20	20
20	Basic	Self-Direction	20	20
20	Basic	Self-Motivation	20	20
20	Basic	Self-Regulation	20	20
20	Basic	Self-Reflection	20	20
20	Basic	Self-Improvement	20	20

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## SAMPLE EL70 REPORT

Students with an AZELLA test history will have data populated in the fields as shown below:

Student Demographics	Assessment History	Most Recent Assessment Details	Most Recent EL Program History																																														
Last ID: _____ Last Name: _____ First Name: _____ Middle Name: _____ Birth Date: _____ Last Name Student One By: _____ Grade: _____ Gender: _____	<table border="1"> <thead> <tr> <th>Assessment Date</th> <th>Assessment Name</th> <th>Total Scale Score</th> <th>Overall Proficiency Level</th> <th>Grade</th> <th>EL Identification</th> <th>Student Name</th> <th>School Name</th> <th>School City</th> <th>School Entry ID</th> </tr> </thead> <tbody> <tr> <td>06/06/2022</td> <td>AZELLA</td> <td>20</td> <td>Basic</td> <td>2</td> <td>EL</td> <td>John Doe</td> <td>Springfield</td> <td>Springfield</td> <td>12345</td> </tr> </tbody> </table>	Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	EL Identification	Student Name	School Name	School City	School Entry ID	06/06/2022	AZELLA	20	Basic	2	EL	John Doe	Springfield	Springfield	12345	<table border="1"> <thead> <tr> <th>Assessment Date</th> <th>Assessment Type</th> <th>Scale Score</th> <th>Proficiency Level</th> <th>Grade</th> <th>Stage</th> <th>Student Name</th> <th>School Name</th> <th>School City</th> <th>School Entry ID</th> </tr> </thead> <tbody> <tr> <td>06/06/2022</td> <td>SEI Model</td> <td>20</td> <td>Basic</td> <td>2</td> <td>1</td> <td>John Doe</td> <td>Springfield</td> <td>Springfield</td> <td>12345</td> </tr> </tbody> </table>	Assessment Date	Assessment Type	Scale Score	Proficiency Level	Grade	Stage	Student Name	School Name	School City	School Entry ID	06/06/2022	SEI Model	20	Basic	2	1	John Doe	Springfield	Springfield	12345	<table border="1"> <thead> <tr> <th>Assessment Date</th> <th>Type</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>06/06/2022</td> <td>SEI Model</td> <td>SEI Model</td> </tr> </tbody> </table>	Assessment Date	Type	Description	06/06/2022	SEI Model	SEI Model
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Assessment Date	Type	Description																																															
06/06/2022	SEI Model	SEI Model																																															

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## PARENTAL NOTIFICATION AND CONSENT FORM (PNC)

- Used to notify parents their student has qualified for EL services and will be placed in an EL program.
- Informs parents which EL program their student has been placed in and who is responsible for providing those services.
- Informs parents of their rights including refusal of services. Parents must request details about the withdrawal from EL services.

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## PARENTAL NOTIFICATION & CONSENT FORM

### REQUIRED COMPONENTS

- Completed annually within 30 calendar days of the first day of school or 2 weeks for students who enroll thereafter
- All fields must be completed
  - Mark the correct SEI Model placement
  - Teacher signs and dates prior to form being sent home
  - Parent signs and dates or the LEA documents 3 attempts

### ADDITIONAL CONSIDERATIONS

- Procedure to ensure the form is completed correctly, in its entirety, and signed by the teacher prior to being sent home to the parent
- Procedure for documenting 3 attempts
  - Annotate (notes, stamp, label) on the original form and send home a copy for each attempt
  - First attempt must be within the required timeframe
  - Attempts must be within a reasonable timeframe to get a signature

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## PARENT REQUEST FOR STUDENT WITHDRAWAL (PW)

- Used to document students who have been withdrawn from EL services due to parent/guardian request.

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**REQUIRED COMPONENTS**


- **A parent/guardian must initiate a request** for withdrawal from an EL program (if not, this could be an issue with the Office of Civil Rights)
- The parent/guardian and the EL student's teacher and/or principal must discuss educational options for the student prior to signing the form
- **Form must be completed any time there is a change in EL program options available to the EL student**
- EL students withdrawn by parent/guardian request must continue to take the annual AZELLA reassessment until they achieve an Overall Proficient level
- The school is still obligated to provide academic and language supports

**PARENT REQUEST FOR STUDENT WITHDRAWAL FROM EL SERVICES**

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**NOTICE OF RECLASSIFICATION**

- Used to inform parents their student has obtained an overall score of proficient on the AZELLA.



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**REQUIRED COMPONENTS**

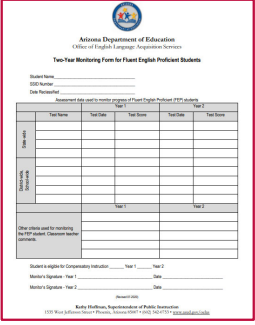
- Completed by the EL Coordinator or Assessment Administrator
- Does not require a parent/guardian signature
- Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year
- Maintain a copy of the letter in the student's cumulative and/or EL file

**NOTICE OF RECLASSIFICATION**

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**TWO-YEAR MONITORING FORM FOR FLUENT ENGLISH PROFICIENT (FEP) STUDENTS**

- Used to monitor the academic progress of students who have been reclassified as FEP
- Used to collect data related to language development over two years



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**REQUIRED COMPONENTS**

- Documentation **begins the school year after** the year the student was reclassified as FEP
- Must be completed by the end of the first and second school years following the reclassification year
- Form must be signed and dated by the EL Coordinator
- Include data that demonstrates language development

**ADDITIONAL CONSIDERATIONS**


- Include a variety of formative and classroom assessment in addition to summative assessments
- Ensure the person/people completing the form have the greatest access to student data and performance records

**TWO-YEAR MONITORING FORM**

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**WRITTEN INDIVIDUALIZED COMPENSATORY PLAN (WICP)**

- A WICP is required for all ELs and FEP students participating in a compensatory instruction program that takes place outside of the regular school hours.



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**REQUIRED COMPONENTS**

- Signed and dated by the teacher, parent/guardian, and principal
- All fields must be completed

**ADDITIONAL CONSIDERATIONS**

- Have parents annotate and sign when they choose not to have their student attend
- File completed forms for students who did not attend to document LEA efforts to provide additional support

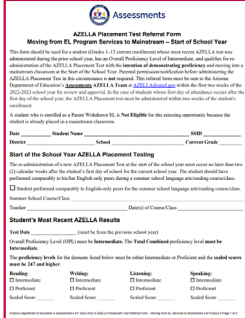
## WICP FORM

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### MOVING FROM EL SERVICES TO MAINSTREAM

- Required for administering a mid-year AZELLA assessment
- Intention for demonstrating proficiency and moving an EL into a mainstream classroom
- Must be appropriately signed & dated

*\*See form for specific details*

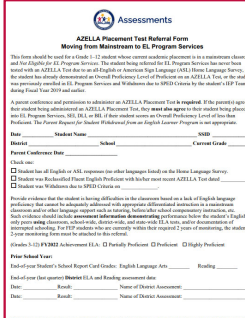


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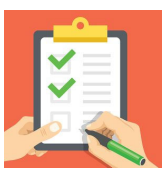
### MOVING FROM MAINSTREAM TO EL SERVICES

- Used when student is being referred for AZELLA testing outside of the annual reassessment window.
- Required for teacher referrals.
- Must be appropriately signed & dated
- Referrals for students in Special Education must also be signed by the Special Education teacher

*\*See form for specific details*



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OELAS recommends that LEAs regularly conduct internal checks to ensure student files are complete and meet the requirements of Federal and State laws.

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## BREAKOUT ROOM APPLICATION & DISCUSSION

- **Step 1:** Click the link to the Google Slides doc
- **Step 2:** You will be assigned to a numbered Breakout Room
- **Step 3:** Find the Google Slide that matches your group's number
- **Step 4:** Work with your group to drag and drop the elements of an EL program in Arizona into the right stage

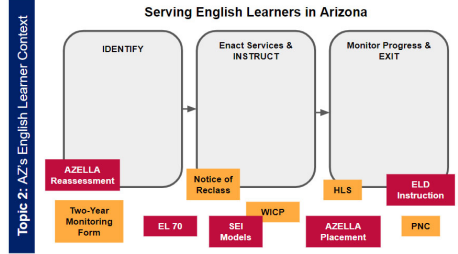


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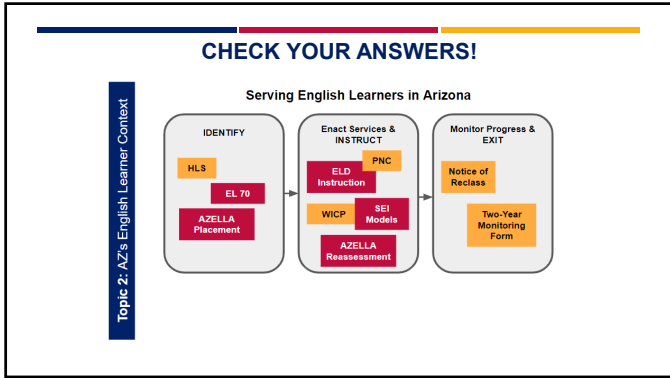
### DRAG AND DROP THE ELEMENTS OF AN EL PROGRAM

Topic 2: AZ's English Learner Context

Serving English Learners in Arizona



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## ENGLISH LEARNER SERVICES

Forms & Documentation

Program & Instruction

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## TOPIC 3

ENGLISH LEARNER INSTRUCTION

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## EL PROGRAMS & INSTRUCTION

**LDA**

**SEI MODELS**

**ELPS**

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Informs our design and enactment of teaching and learning for English learners throughout the system.

Connects the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

Communicates expectations for practitioners to design and enact language, literacy, and learning practices in all subject matters for diverse English learners.

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## ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

<b>PRINCIPLE 1</b> <i>Asset-Based Behaviors &amp; Expectations</i>	<b>PRINCIPLE 2</b> <i>Integrated Instruction in Disciplinary Language and Content</i>	<b>PRINCIPLE 3</b> <i>Targeted and Explicit Language Instruction</i>	<b>PRINCIPLE 4</b> <i>Assessment, Monitoring &amp; Feedback</i>
Presents a renewed vision of the <b>learner.</b>	Presents a renewed vision of <b>learning.</b>	Presents a renewed vision of <b>language.</b>	Presents a renewed vision of <b>learner progress.</b>

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## A COMPREHENSIVE APPROACH TO ELD

### Integrated 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 *in tandem with* Arizona's ELA/Literacy and other content standards

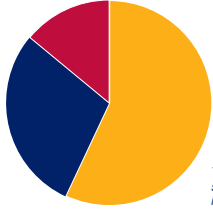
### Targeted ELD

- 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.



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## INTEGRATED & TARGETED ELD



- Integrated ELD
- Targeted ELD
- Non-academic Time

*This is based on the assumption of a 7-hour school day, 120 minutes of daily Targeted ELD instruction, and 1 hour of lunch, recess, and passing or breaks each day.*

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## BREAKOUT ROOM APPLICATION & DISCUSSION

- Step 1:** Click the link to the Google Slides doc
- Step 2:** You will be assigned to a numbered Breakout Room
- Step 3:** Find the Google Slide that matches your group's number
- Step 4:** Work with your group to create evidence for each of the 4 Principles of the LDA



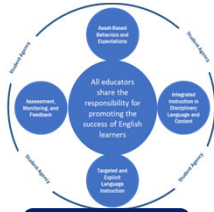
63

## BREAKOUT ROOM DISCUSSIONS


PRINCIPLE 1 <i>Asset-Based Behaviors &amp; Expectations</i>	PRINCIPLE 2 <i>Integrated Instruction in Disciplinary Language and Content</i>	PRINCIPLE 3 <i>Targeted and Explicit Language Instruction</i>	PRINCIPLE 4 <i>Assessment, Monitoring &amp; Feedback</i>
<ul style="list-style-type: none"> <li>Multicultural family night</li> <li>Allowing students to demonstrate knowledge and understanding through their own personal and cultural lens</li> </ul>			

64

## ENGLISH LEARNER INSTRUCTION



LDA



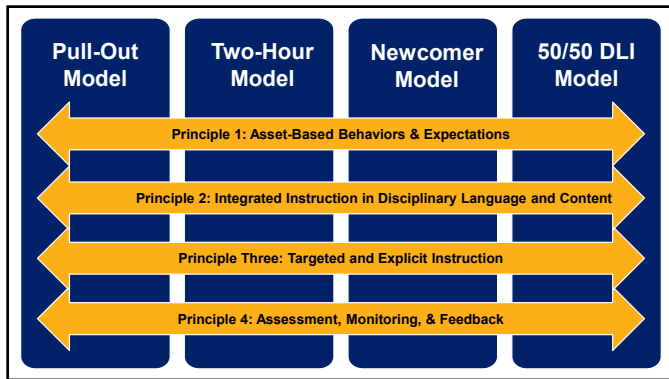
SEI MODELS

65

## SEI MODELS

- Pull-Out Model
- Two-Hour Model
- Newcomer Model (4 hours)
- 50/50 Dual-Language Immersion Model

66



67

### PULL-OUT MODEL

**INTEGRATED**

- 60 minutes for Elementary (K-5)
- 50 minutes for Secondary (6-12)

**TARGETED**

- 60 minutes for Elementary (K-5)
- 50 minutes for Secondary (6-12)

68

### TWO-HOUR MODEL

**INTEGRATED**

Included in content area classes throughout the day.

**TARGETED**

- 120 minutes for Elementary (K-5)
- 100 minutes for Secondary (6-12)

69

### NEWCOMER MODEL (4 hours)

**INTEGRATED**

- 120 minutes for Elementary (K-5)
- 100 minutes for Secondary (6-12)

**TARGETED**

- 120 minutes for Elementary (K-5)
- 100 minutes for Secondary (6-12)

70

### 50/50 DUAL LANGUAGE IMMERSION MODEL

**INTEGRATED**

- 90 minutes for Elementary (K-5)
- 75 minutes for Secondary (6-12)

**TARGETED**

- 30 minutes for Elementary (K-5)
- 25 minutes for Secondary (6-12)

**50% CONTENT INSTRUCTION**

- Math, ELA, Science, and/or Social Studies instruction in English

71

### A COMPREHENSIVE APPROACH TO ELD

<p><b>Pull-Out Model</b></p> <ul style="list-style-type: none"> <li>• 60/50 minutes of Targeted ELD</li> <li>• 60/50 minutes of Integrated ELD within content classes</li> </ul>	<p><b>Two-Hour Model</b></p> <ul style="list-style-type: none"> <li>• Two hours (120 minutes K-5; 100 minutes 6-12) of Targeted ELD</li> <li>• Integrated ELD included in content classes throughout the day</li> </ul>	<p><b>Newcomer Model</b></p> <ul style="list-style-type: none"> <li>• 120/100 minutes of Targeted ELD</li> <li><b>AND</b></li> <li>• 120/100 minutes of Integrated ELD in content classes with other newcomer students</li> </ul>	<p><b>50-50 DLI Model</b></p> <ul style="list-style-type: none"> <li>• 30 minutes of Targeted ELD</li> <li>• 90/70 minutes Integrated ELD</li> <li>• NO Bilingual Waiver is necessary</li> </ul>
--	---	---	--

72

Why do we have 4 models?

Which model(s) should be selected?

Why?

- Pull-Out Model
- Two-Hour Model
- Newcomer Model
- 50/50 DLI Model

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### ARIZONA'S STRUCTURED ENGLISH IMMERSION MODELS

- Districts with a large number of students from the same language background.
- Elementary districts where students spend part of the school day in a mainstream classroom.
- Students from a single language background in the same classroom with language majority (English-speaking) students.
- Maximizes the amount of content area instruction for newcomer students.

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PULL-OUT MODEL	TWO-HOUR MODEL
<p><b>INTEGRATED</b></p> <p>60 minutes for Elementary (K-5) 50 minutes for Secondary (6-12)</p>	<p><b>INTEGRATED</b></p> <p>Included in content area classes throughout the day</p>
<p><b>TARGETED</b></p> <p>60 minutes for Elementary (K-5) 50 minutes for Secondary (6-12)</p>	<p><b>TARGETED</b></p> <p>120 minutes for Elementary (K-5) 100 minutes for Secondary (6-12)</p>

75

### PULL-OUT MODEL TWO-HOUR MODEL

A district has chosen to provide 120 minutes of Targeted & Explicit Language Instruction rather than the 60 minutes that the Pull-Out Model provides.

What should that tell us about the English learner students they serve?

76

### A COMPREHENSIVE APPROACH TO ELD

Pull-Out Model	Two-Hour Model	Newcomer Model	50-50 DLI Model
<ul style="list-style-type: none"> <li>60/50 minutes of Targeted ELD</li> <li>60/50 minutes of Integrated ELD within content classes</li> </ul>	<ul style="list-style-type: none"> <li>Two hours (120 minutes K-5; 100 minutes 6-12) of Targeted ELD</li> <li>Integrated ELD included in content classes throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>120/100 minutes of Targeted ELD</li> <li><b>AND</b></li> <li>120/100 minutes of Integrated ELD in content classes with other newcomer students</li> </ul>	<ul style="list-style-type: none"> <li>30 minutes of Targeted ELD</li> <li>90/70 minutes Integrated ELD</li> <li>NO Bilingual Waiver is necessary</li> </ul>

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### BREAKOUT ROOM DISCUSSIONS

- What SEI Model(s) is your district or site implementing?
- How/why did you select this model(s)?
- What are some successes you have had in implementation?
- What are some challenges you have had in implementation?



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### ENGLISH LANGUAGE PROFICIENCY STANDARDS

**Formalized expectations that:**

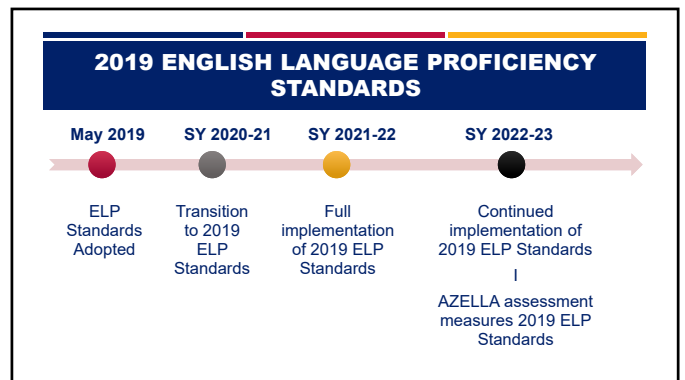
- articulate the discourse practices English learners need to engage with rigorous, grade level disciplinary content.
- intentionally develop students' language across modalities (receptive, productive and interactive).

**WHAT WE TEACH!**

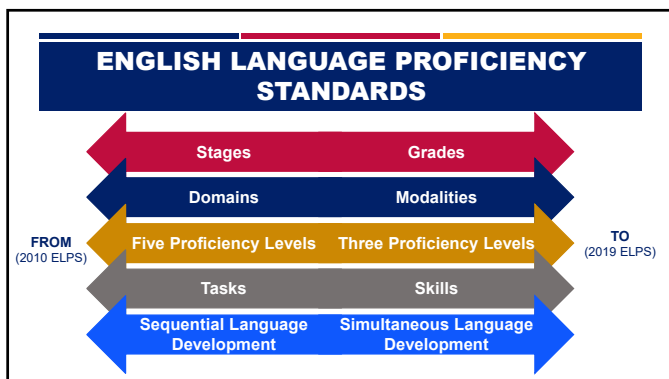
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### 2019 ENGLISH LANGUAGE PROFICIENCY STANDARDS

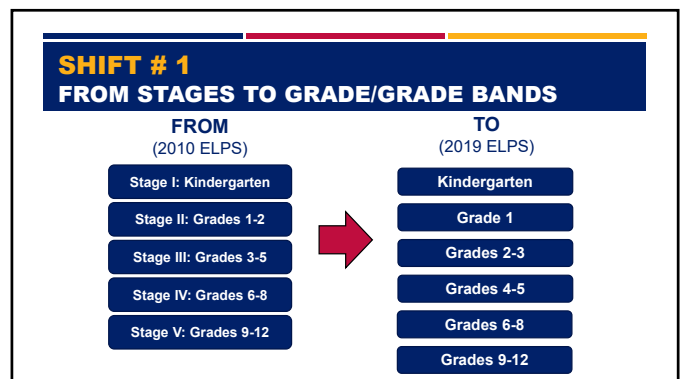
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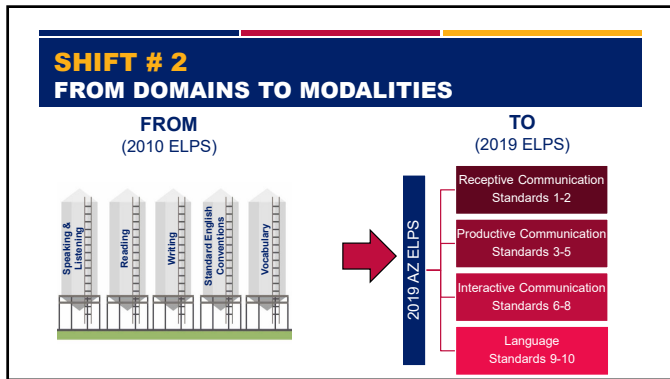
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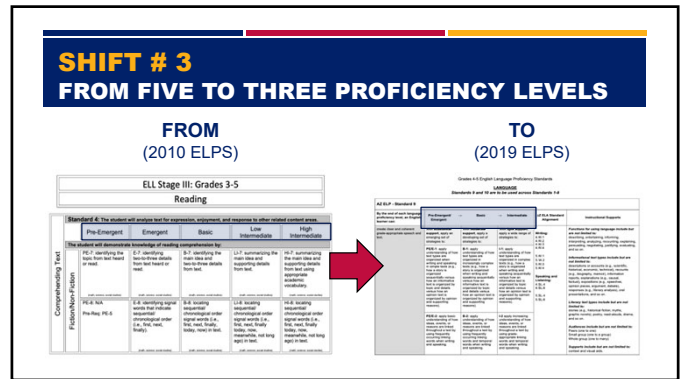
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85



86

### SHIFT # 4 FROM TASKS TO SKILLS

The 2019 AZ English Language Proficiency Standards...

- highlight the critical language, knowledge about language, and language skills required by the Arizona content standards that are necessary for ELs to be successful in school.
- are broad language concepts and do not represent a curriculum or list of tasks.

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### SHIFT # 4 FROM TASKS TO SKILLS

**PE/E-2:** apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.

**B-2:** apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.

**I-2** apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.

**From 2010 AZ ELPS**

**III-R-4:L/II-8:** locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.

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### WHAT DOES THIS MEAN FOR EDUCATORS?

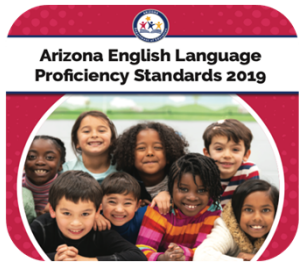
Create language-focused opportunities for English learners to develop their skills as:

- as readers and listeners
- as speakers and writers
- as participants in interactions with others

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## LET'S REVIEW

- Why did Arizona update the English Language Proficiency Standards?
- What was one big shift in the standards?



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## TOPIC 4

A YEAR IN THE LIFE OF AN EL COORDINATOR

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## A YEAR IN THE LIFE OF AN EL COORDINATOR

- primary duties and responsibilities aligned to an annual timeline
- review required documentation necessary for successful program compliance and will also
- provide a sample calendar of tasks for School Year 2022-2023 that you can use to create your own

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## SAMPLE CHECKLIST OF RESPONSIBILITIES

Before/Beginning the school year	Ongoing through-out the school year	Administering AZELLA Reassessment	Closing out the school year	Preparing for the next school year
<ul style="list-style-type: none"> <li>Complete AZELLA Placement Test training modules</li> <li>Train Registrar/Office Staff on Home Language Survey (HLS) form collection</li> <li>Identify students for AZELLA Placement testing using HLS and EL 7073 Reports</li> <li>Notify Parent Withdrawn (PW) students if there are any EL program changes</li> <li>Administer AZELLA Placement tests</li> <li>Send home LEA signed Parental Notification and Consent (PNC) forms, and file once parents have signed &amp; returned</li> <li>Update EL program and SEI model membership in AZEDS</li> </ul>	<ul style="list-style-type: none"> <li>Check EL 73 reports for newly enrolled EL/FEP students</li> <li>Monitor progress of file collection (PNC attempts)</li> <li>Spot-check student cumulative files for EL paperwork</li> <li>Train teachers on FEP 1 &amp; FEP 2 Data Collection; FEP 1 &amp; 2 data collection</li> <li>Complete and file the Written Individualized Compensatory Instruction Plan (WICIP), when applicable</li> </ul>	<ul style="list-style-type: none"> <li>Complete AZELLA Reassessment Test training modules</li> <li>Create testing schedules</li> <li>Administer the Spring AZELLA Reassessment to all ELs (current &amp; parent withdrawn)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>File reports and copies of the Parent Notice of Reclassification forms in student cumulative files</li> <li>Update program membership in AZEDS</li> <li>Complete and file FEP 1 and FEP 2 monitoring forms</li> </ul>	<ul style="list-style-type: none"> <li>Update EL student lists</li> <li>Check teacher qualifications and endorsements</li> <li>Analyze data trends &amp; recognize professional development needs</li> </ul>

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## ENGLISH LEARNER (EL) IDENTIFICATION

**Before/Beginning the 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 7073 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

- Determine **WHO** your EL students are (newly enrolled and returning) for the current school year
  - Enrollment - Home Language Survey (HLS)
  - EL 70 report (check for AZELLA history)
  - Your Student Information System (SIS)
  - EL 73 (EL Student Need) Report

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## ENROLLMENT

Arizona Department of Education  
Office of English Language Acquisition Services

**Home Language Survey**

The information on this Home Language Survey (HLS) is used to identify the students who provide the most appropriate instructional program and services for the children. The answers below will determine if a student will take the Arizona English Language Proficiency Assessment (AZELLA). Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this form is done **before** the student takes the AZELLA Placement Test.

- What language do people speak in the home most of the time?
- What language does the student speak most of the time?
- What language did the student first speak or understand?

Student Name \_\_\_\_\_ District Student ID \_\_\_\_\_  
 Date of Birth \_\_\_\_\_  
 Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_  
 District or Charter \_\_\_\_\_  
 School \_\_\_\_\_

Please provide a copy of this Home Language Survey to the EL Coordinator. Mark Contact on file in AZEDS, please return it to this office.

How to get questions or an appointment to discuss Home Language Survey: Call (602) 944-1234 or email [el@doe.edu](mailto:el@doe.edu)

Office of English Language Acquisition Services  
 1000 West Washington Street, Phoenix, Arizona 85003-2422 | [www.azdhs.gov](http://www.azdhs.gov)

- When a language other than English is noted on the Home Language Survey, the LEA must follow their EL identification process to determine if the student requires an AZELLA placement test or has current EL assessment data recorded with the state.
  - Check the EL 70 report

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## EL70 REPORT

EL70 Student Test History Report

**If the student had any AZELLA testing history, it would be in the Assessment History and Most Recent Assessment Details fields below**

Date	AZELLA Test <sup>1</sup>	Overall Tested Grade <sup>2</sup>	Overall Proficiency Level <sup>3</sup>	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
08/04/2021	SI		Proficiency <sup>4</sup>	SI <sup>5</sup>				

**Most Recent EL Program Transaction:**

Date	EL Program	Description
08/04/2021	SI	This student was placed in a Structured English Immersion (SEI) Program. Students who have been placed in an SEI Program will need to be tested with the AZELLA Measurement Test until an Overall Proficiency Level of "Proficient" is attained.

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## EL 73 REPORT

- Determine **WHO** and **HOW MANY** EL students are returning for the current school year through your Student Information System
- Check your Student Information System (SIS)
- Pull an EL 73 (EL Student Need) Report

SIS	Last Name	First Name	Grade	Overall Proficiency Level <sup>1</sup>	EL Group <sup>2</sup>	Last AZELLA Test Date	Current School Number <sup>3</sup>	Previously Enrolled Number <sup>4</sup>	Birth Date
1	...	...	...	...	...	...	...	...	...

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## CHECK FOR UNDERSTANDING

- I will post a scenario
- Participants respond in the chat

TEST

NO TEST

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## #1

Your registrar hands you a pile of HLS forms from the newly enrolled students. One student has a language other than English listed on the form. You pull the EL 70 report for this student and see that he has AZELLA history, and the most recent EL transaction states that he is eligible for EL services.

Date	AZELLA Test <sup>1</sup>	Overall Tested Grade <sup>2</sup>	Overall Proficiency Level <sup>3</sup>	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
03/08/2022	S	S	Intermediate	Eligible for EL Services				

**TEST or NO TEST?**

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## #2

A newly enrolled student has a language other than English listed on the form. You pull the EL 70 report for this student and see that she has AZELLA history, and the most recent EL transaction states that she has an outdated AZELLA and must be administered a Placement test.

TEST or NO TEST?

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## #3

You check the EL 73 report, and see a student on the list that is not identified as an EL. You check the HLS form, but it states all English.

**TEST or NO TEST?**

**More info is needed. Check EL 70.**

Outdated AZELLA – enrolled with all English HLS - needs Placement test

Recent AZELLA history – enrolled with all English HLS – enroll in EL program

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## PARENT WITHDRAWN

**Before/Beginning the 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

- If your LEA makes changes to the SEI model and/or EL Program, you must notify parents of what is now being offered
  - The Parent Request for Withdrawal Form must be completed any time there is a change in EL program options available to the EL student
  - This should be addressed before school starts
- Work with scheduling staff to assure proper schedule placement.

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## AZELLA AND PNC

**Before/Beginning the 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

- Timeline for administering students the AZELLA Placement Test **AND** sending home the Parent Notification and Consent (PNC) forms:
  - 30 days at the beginning of the school year, 2 weeks thereafter
  - Be sure that you (LEA) are signing and dating the PNC form before you send it out to the parent/guardian

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## PARENT NOTIFICATION AND CONSENT FORM

- Completed annually within 30 days of the beginning of the school year (returning ELs) or within 2 weeks (newly enrolled ELs)
- Mark the applicable academic level and SEI Model
- LEA signs and dates before sending out
- Have parents sign and date the form
- Document three attempts to get parent signature



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## EL PROGRAM

**Before/Beginning the 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

- Work with your LEA to determine who can enroll EL students in the EL program in your SIS and sync the information to AzEDS.

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## AzEDS

- LEA enters the following information into their **Student Information System** (e.g., PowerSchool, Synergy, etc.) and **syncs** this data to AzEDS:
  - student school enrollment
  - EL program participation
    - enrollment or exit EL services
    - SEI Model

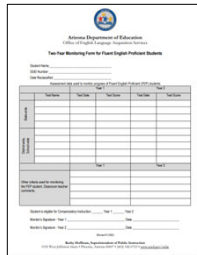


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## ONGOING THROUGH-OUT THE YEAR

**Ongoing through-out the year**

- 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



Determine a procedure for collecting data.

- Documentation begins the school year after the year the student was reclassified as FEP
- Must be completed by the end of the first and second school years following the reclassification year

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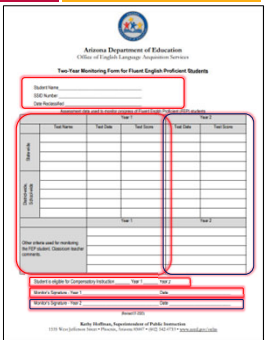
**Example:**  
3rd Grade EL Student  
Took the Spring AZELLA Reassessment in March 2022 and scored overall Proficient

**What do you do?**

The student reclassified as English Proficient, so he is no longer an EL. Start monitoring him in 4th grade.

By the time his 4th grade year is over, you should have Year 1 completed.

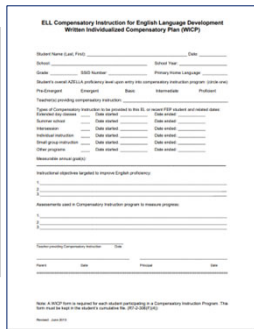
The same process for the following year (5<sup>th</sup> grade) for Year 2 monitoring.



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**Ongoing through-out the year**

- 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**



A WICP is required for all ELs and FEP students participating in a compensatory instruction program that takes place outside of the regular school hours.

It is important to document any and all services provided to ELs. You will need to develop a system for collecting this information.

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**MID-YEAR TESTING**

**Administering AZELLA Reassessment**

- Complete AZELLA Reassessment Test training modules
- Create testing schedules
- Administer the Spring AZELLA Reassessment to all ELs (current & parent withdrawn)

\*Pay attention to the emails and reminders from AZELLA and Data. They will notify you of important dates, tasks that must be completed, upcoming trainings, etc.

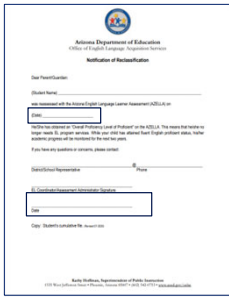
Check the website periodically for updates/announcements as well.

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**CLOSE OUT THE SCHOOL YEAR**

**Closing out the school year**

- 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



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**NEXT SCHOOL YEAR**

**Preparing for the next school year**

- Update EL student lists
- Check teacher qualifications and endorsements
- Analyze data trends & recognize professional development needs

As you prepare for the next year:

- Consider schedules and staff placement
- Who is qualified to provide EL services?

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**NEXT SCHOOL YEAR**

**Preparing for the next school year**

- Update EL student lists
- Check teacher qualifications and endorsements
- Analyze data trends & recognize professional development needs

As you prepare for the next year, analyze trends:

- Reflect on the model implementation
- How did the selected SEI model(s) best meet the needs of your ELs?

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SEI MODEL	PRINCIPLE 2 – INTEGRATED ELD	PRINCIPLE 3 – TARGETED ELD
Who are my ELs? Pull-Out	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.	60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of targeted ELD time for all students provided by a certified ELD Specialist.
What do my ELs need in order to become English proficient? Two-Hour	Access and opportunity everyday to grade level content alongside native English speaking peers.	120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for all EL students provided by a certified ELD Specialist.
Which model best supports their needs? Newcomer	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	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 targeted setting provided by a certified ELD Specialist.
Who can I collaborate with to make the necessary changes? 50-50 DLI	At least 90 minutes per day/450 minutes per week (elementary) or 75 minutes per day/375 minutes per week (secondary) of English language instruction within the integrated setting. • No Bilingual Waiver is needed.	30 minutes per day/150 minutes per week (elementary) or 25 minutes per day/125 minutes per week (secondary) of targeted ELD time for all EL students provided by a certified ELD Specialist.

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## NEXT SCHOOL YEAR

### Preparing for the next school year

- Update EL student lists
- Check teacher qualifications and endorsements
- Analyze data trends & recognize professional development needs

As you prepare for the next year:

- Analyze trends and determine what professional learning your staff needs in order to support educating ELs



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## A YEAR IN THE LIFE OF AN EL COORDINATOR

Before/Beginning the school year	Ongoing throughout the year	Administering AZELLA Reassessment	Closing out the school year	Preparing for the next school year
<ul style="list-style-type: none"> <li>Complete AZELLA Placement Test training modules</li> <li>Train Registrar/Office Staff on Home Language Survey (HLS) form collection</li> <li>Identify students for AZELLA Placement testing using HLS and EL 7073 Reports</li> <li>Notify Parent Withdrawn (PW) students if there are any EL program changes</li> <li>Administer AZELLA Placement tests</li> <li>Send home LEA signed Parental Notification and Consent (PNC) forms, and file once parents have signed &amp; returned</li> <li>Update EL program and SEI model membership in AZEIS</li> </ul>	<ul style="list-style-type: none"> <li>Check EL 73 reports for newly enrolled EL/FEP students</li> <li>Monitor progress of file collection (PNC attempts)</li> <li>Spot-check student cumulative files for EL paperwork</li> <li>Train teachers on FEP 1 &amp; FEP 2 Data Collection, FEP 1 &amp; 2 data collection</li> <li>Complete and file the Written Individualized Compensatory Instruction Plan (WICIP), when applicable</li> </ul>	<ul style="list-style-type: none"> <li>Complete AZELLA Reassessment Test training modules</li> <li>Create testing schedules</li> <li>Administer the Spring AZELLA Reassessment to all ELs (current &amp; parent withdrawn)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>File reports and copies of the Parent Notice of Reclassification forms in student cumulative files</li> <li>Update program membership in AZEIS</li> <li>Complete and file FEP 1 and FEP 2 monitoring forms</li> </ul>	<ul style="list-style-type: none"> <li>Update EL student lists and endorsements</li> <li>Analyze data trends &amp; recognize professional development needs</li> </ul>

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## BREAKOUT ROOM DISCUSSIONS

- What will you need to do in the next 4 weeks?
- Who is your site/district EL Coordinator and District Test Coordinator responsible for AZELLA?
- Who will you need support from?



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## BACK FROM THE BREAKOUT

- What will you need to do in the next 4 weeks?
  - Complete AZELLA trainings; Administer Placement Testing (within the timeline); send home PNCs within the timeline
- Who is your site/district EL Coordinator and District Test Coordinator responsible for AZELLA?
  - Determine responsibilities; establish ways to support each other;
- Who will you need support from?
  - Registrar/Office staff; leadership; IAs to assist with proctoring AZELLA

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## TOPIC 5

CONSIDERATIONS & NEXT STEPS

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## PROFESSIONAL LEARNING CONSIDERATIONS

[www.azed.gov/oelas/oelas-professional-development](http://www.azed.gov/oelas/oelas-professional-development)

- Self-Paced Course: Language Development Approach
- 2019 English Language Proficiency Standards

**On-Demand Learning Modules and Resources:**

- English Language Proficiency Standards (ELPS - 2019)
- ELD Instruction
- Language Development Approach (LDA)
- Structured English Immersion (SEI) Models
- Specifically For Administrators

To view all OELAS offerings go to our agency's [Content Library](#) and select Office of English Language Acquisition Services from the Program Area drop-down menu.



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## PROFESSIONAL LEARNING CONSIDERATIONS

- Strategic use of Title III and other LEA funds:**
  - Stipends to facilitate or attend quality professional learning for educators of ELs
  - Purchase text for EL instruction book studies
- Questions to consider when determining quality and effective professional learning (PL) for educators of ELs:**
  - Will the PL we receive be directly aligned to the four Principles of Arizona's LDA?
  - Will the PL we receive be directly aligned the approved SEI Models?
  - Will the PL be grounded in the 2019 English Language Proficiency Standards (ELPS)?
  - Has the facilitator participated in recent trainings on the shifts in EL services (LDA, SEI Models, ELPS, etc.)?

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## EL DATA & REPORTING

**ADE Connect Applications and where to access EL reports:**

**AzEDS Portal**

- EL10 – EL Data Verification Report**
  - provides a compilation of student EL data that has been submitted to ADE
- EL70 – AZELLA Student Test History Report**
  - individual EL language test history
- EL71 – EL Program Participation Report**
  - documents which students were placed into an EL Program, and when submitted, the EL Program Exit Reason
- EL74 – October 1 EL Report**
  - compiles student level EL Program data for October 1 Enrollment purposes

**Assessments**

- EL 70 – AZELLA Student Test History Report**
  - individual EL language test history
- EL 72 – AZELLA Roster Report**
  - AZELLA Roster Report displays all of the AZELLA Placement and Spring Reassessment Tests
- EL 73 – EL Student Need Report LEA Reason**
  - EL Student Need Report displays all students in an LEA/School that have an EL Need
- Corrections**

**For access to these ADEConnect applications, please reach out to your LEA's Entity Administrator**

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## EL DATA & REPORTING CONT.

**AzEDS Transaction Codes:**

Arizona English Language Learner Assessment (AZELLA) - Designations and Descriptions	
Eligibility Status	Description
Not Eligible for EL Services	When "Overall Proficiency Level" is Proficient The "Overall Proficiency Level" of this assessment shows the student to be Proficient; therefore, the student is not eligible or is no longer eligible to participate in an EL Program.
Eligible for EL Services	When "Overall Proficiency Level" is NOT Proficient The "Overall Proficiency Level" of this assessment shows the student to be below Proficient; therefore, the student is eligible to participate in an EL Program.
EL Status Undetermined	When "Overall Proficiency Level" is Blank The "Overall Proficiency Level" of this assessment is blank. The student attempted the test, but the test was incomplete or was invalidated; therefore, an "Overall Proficiency Level" cannot be determined. Student requires an AZELLA Placement Test.

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 (DL) Model
B1	Bilingual with Waiver 1
B2	Bilingual with Waiver 2
B3	Bilingual with Waiver 3
PW	Parent Withdrawn EL

EL Program Exit Reason - Codes and Descriptions (The LEA determines this field in AzEDS)	
Code Value in AzEDS	EL Program Exit Reason - Description
ELL01	Reclassified Fluent English Proficient
ELL02	Withdrawn from school
ELL05	Transferred to a different program
ELL06	End of school year
ELL08	Transferred to Different Track


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## EL DATA & REPORTING CONT.

English learner data and reporting impact...

- October 1 Counts
- EL funding
  - Title III – a district/charter allocation is funded per qualifying EL
  - SEI Budget – funded based on the quantity of ELs, implemented SEI Models, and need for Targeted ELD teachers
  - Emergency Immigrant – targeted sub-grant of Title III for LEAs who have experienced a significant increase in the number of immigrant children and youth enrolled in their schools
- AZELLA placement testing and annual reassessment
- SEI Model

[www.azed.gov/oelas/el-data](http://www.azed.gov/oelas/el-data)



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


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## EL FUNDING CONSIDERATIONS

### Title III

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

- Supplemental** 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.
- Entitlement grant
- 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?
  - [www.azed.gov/oelas/title-iii](http://www.azed.gov/oelas/title-iii) -> "Title III Allocations"



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## EL FUNDING CONSIDERATIONS

### 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](http://www.azed.gov/oelas/sei-budget)



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## WHO TO CONTACT



[www.azed.gov/oelas/questions](http://www.azed.gov/oelas/questions)

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- **EL Funding**
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- **EL Data and Reports**
  - Micky Gutler | [Micky.Gutler@azed.gov](mailto:Micky.Gutler@azed.gov)
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- **SEI Endorsement**
  - Denella Kirkland | [Denella.Kirkland@azed.gov](mailto:Denella.Kirkland@azed.gov)

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## SEPTEMBER 2022 PELL MEETING

- OELAS will disseminate relevant information, data, and guidance surrounding Arizona’s English learner context, including:
  - 2021-2022 SEI Model implementation outcomes and considerations
  - Principle 2 & 3 of Arizona’s Language Development Approach
  - English learner data, integrity, and its impact on programs and funding
  - English learner funding
  - Professional learning and resources for educators of English learners

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## WRAP UP

FINAL THOUGHTS & REFLECTION

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## EL COORDINATOR BOOT CAMP 2022

- Our “Why”
- Arizona’s English Learner Context
- English Learner Instruction
- A Year in the Life of an EL Coordinator
- Considerations & Next Steps

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## THANK YOU!

OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES



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