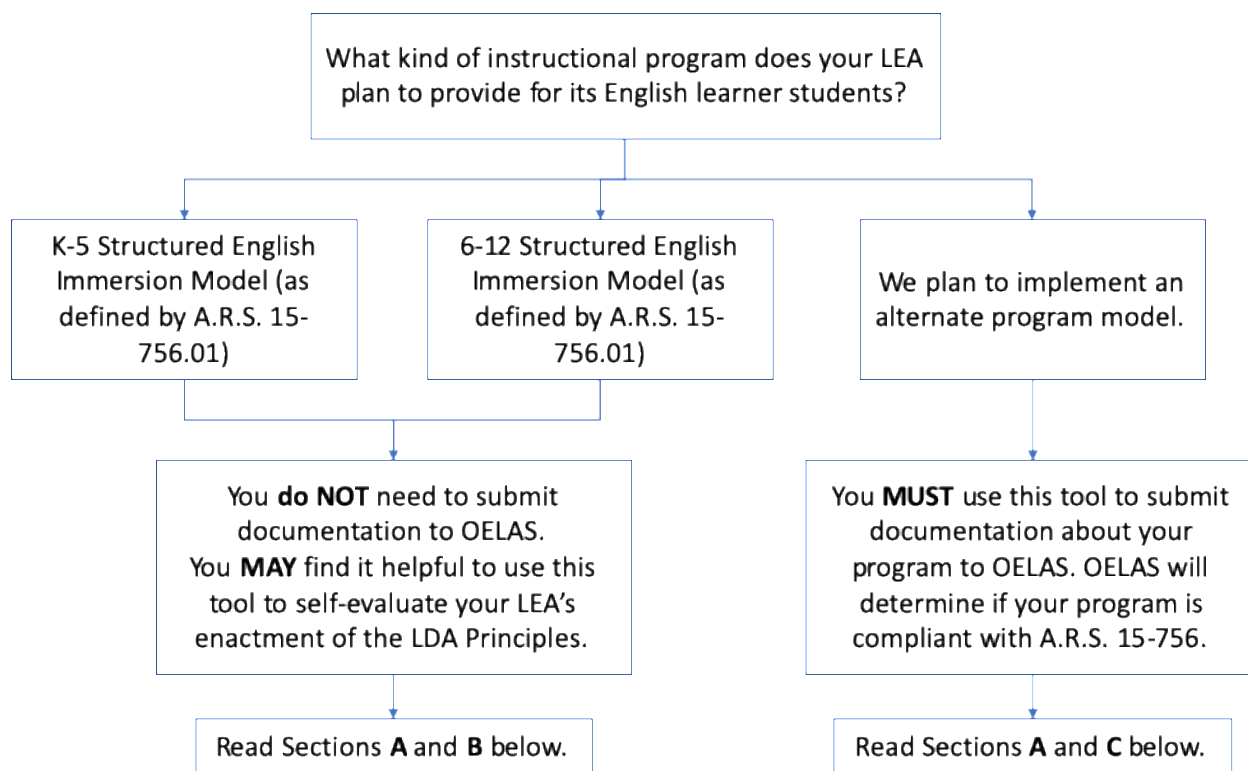




Purpose of this document:

Under SB1014, local education agencies (LEAs) must either implement a Structured English Immersion (SEI) program that adheres to the state’s new definition, OR they may submit an application to implement an alternate program model. The definitions for SEI program models for grades K-5 and 6-12 are provided on page 2. This document is designed to capture information about proposed alternate programs so that the Office for English Language Acquisition Services (OELAS) can evaluate these programs and determine whether they are research-based and compliant with SB1014.

How should I use this document?



A. Information and Instructions for all LEAs:

This tool is structured around Arizona’s **Language Development Approach (LDA)**; see next page), which was developed in response to SB1014. The LDA consists of **four research-based principles for effective English learner instruction**. These principles are expected to guide the planning and implementation for all programs and instruction for English learners – SEI, alternate models, content instruction, and any other environments in which teachers provide English learners with any kind of instruction. LEAs that use this tool either for official review (see Section B) or for self-assessment (see Section C) are guided to provide evidence demonstrating how their program realizes each of the four principles. The tool also includes the rubric OELAS will use to determine compliance for alternate programs. The rubric can also be used for SEI programs to self-evaluate how well they are realizing the LDA principles.



What is the Arizona LDA?

When SB1014 was passed in February 2019, the State Board of Education (SBE) and the Arizona Department of Education (ADE) were tasked with providing further guidance for LEAs on research- and evidence-based models of English instruction. In response to this mandate, the Office for English Language Acquisition Services (OELAS) developed Arizona's **Language Development Approach (LDA)**, which lays out the non-negotiable components of a comprehensive instructional program for Arizona's English learners. The LDA was developed by a committee of Arizona stakeholders with support from national experts in English learner policy and instruction, and is based on the findings from seven major research syntheses about English learner education.

B. Information and Instructions for LEAs with SEI Models:

For the 2020-2021 school year, LEAs that are implementing SEI models that meet the definitions of A.R.S. 15-756.01 are **NOT** required to submit documentation to OELAS about their programs. The minimum definitions for SEI programs (see box) attend primarily to the amount of time EL students must spend receiving language instruction each day.

As noted above, **all LEAs** are expected to enact the four LDA principles in their instruction. For LEAs implementing the state SEI model, the 100/120 daily minutes of instruction would fall under Principle 3 (Explicit and Intentional Language Instruction). These same LEAs should also be taking active steps to implement the other three principles from the LDA throughout their system. For this reason, all LEAs are encouraged to use this tool to reflect for themselves on how well their current programs and practices are realizing Arizona's LDA. A program that is adhering to the 100/120 daily minute requirement for English language instruction might still have room for considerable change and improvement with respect to the LDA principles.

What is Arizona's new definition for Structured English Immersion (SEI)?

Under A.R.S. 15-756.01, state-approved SEI models involve:

- **120 minutes per day**, 600 minutes per week, or 360 hours per school year for students in **grades K-5**
- **100 minutes per day**, 500 minutes per week or 300 hours per school year for students in **grades 6-12**.

For either program, the daily minutes are generally divided across two "blocks" of 50 or 60 minutes each.

C. Information and Instructions for LEAs with Alternate Programs:

For the 2020-2021 school year, LEAs that do not wish to implement the state model of SEI may propose to implement an alternate program instead. Per SB1014, all such programs must be approved by the SBE, with support from ADE. This document is part of that approval process, along with the following additional materials:

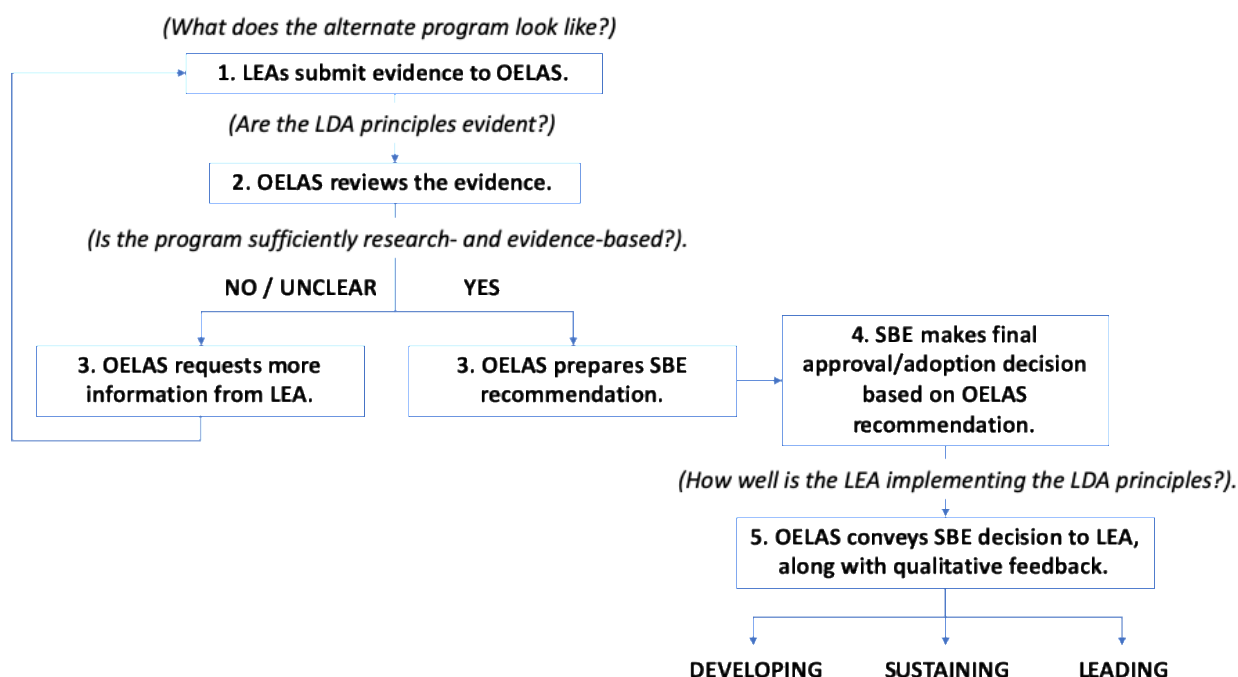
- The **Alternate Program Model Proposal Guidance** states the four LDA principles and provides space for the LEA to provide a narrative about how they are implementing



each one. For each principle, it also includes a list of artifacts and documents that might provide evidence of how the LEA is enacting that principle, as well as illustrative examples of policies, practices, and programs at different levels of implementation (Lacking, Developing, Sustaining, and Leading).

- The **Alternate Program Model Evaluation Rubric** is the tool OELAS will use to capture and convey feedback about whether and how well the LEA’s alternate program reflects the LDA principles. For each principle, OELAS will give a Yes/No/Unclear rating about whether the principle is reflected in the evidence provided, as well as a qualitative rating about how well the principle is reflected.

The review and approval process will unfold as follows:



1. **LEAs submit evidence to OELAS** *(What does the alternate program look like?)* LEAs with alternate programs must use the guidance and materials provided here to create an evidence narrative about how their program realizes the four principles of the Arizona LDA.
2. **OELAS reviews the evidence.** *(Are the LDA principles evident?)* OELAS will review the evidence narrative and, for each of the four principles, make a judgment about whether the principle is or is not evident in the examples and information provided.
3. **OELAS prepares SBE recommendation OR requests more information from LEA.** *(Is the program sufficiently research- and evidence-based?).* If OELAS finds evidence that each



of the principles is being implemented in the alternate program, they will recommend that the SBE approve the program. If evidence is lacking or unclear for any principle, OELAS will ask the LEA for additional information. OELAS will not present any programs to the SBE that are not ready for approval.

4. **SBE makes final approval/adoption decision based on OELAS recommendation.**
5. **OELAS conveys SBE decision to LEA, along with qualitative feedback.** (*How well is the LEA implementing the LDA principles?*). In addition to a yes/no compliance rating, OELAS will also provide constructive feedback to LEAs about how well they are implementing each of the four LDA principles. This feedback does not affect the LEA's standing or compliance, but is provided in the spirit of continuous improvement to help LEAs reflect on their areas of strength and opportunities for growth and improvement.