



ARIZONA DEPARTMENT OF EDUCATION

Guidance: High School ELA Credit & Targeted Instruction (ELD) for English Learners

The purpose of this document is to provide Local Education Agencies (LEAs), specifically those that contain high schools, with guidance for supporting English Learners (ELs) in their access to the same opportunities as all learners.

CONTEXT:

- According to State Board of Education and Arizona's Language Development Approach, ELs must be provided with Integrated & Targeted Instruction (ELD).
 - *How Integrated Instruction and Targeted Instruction (ELD) are delivered is dependent on the SEI Model selected.*
- English Language Arts (ELA) credit is NOT the same as SEI (Targeted Instruction [ELD]) course credit. *
- While ELs may earn sufficient credits to graduate from high school, not all credits fulfill the admission requirements of public universities in Arizona.

CONSIDERATIONS:

- OELAS does not determine credit assignment for SEI courses; that is an LEA decision.
- In Arizona, English as a Second Language (ESL) is used interchangeably with SEI.
- Arizona public universities informed OELAS that they do not accept SEI (Targeted Instruction [ELD]) courses as English credit for admission.
- Students (EL or RFEP) with SEI (Targeted Instruction [ELD]) credits instead of ELA credits may have credit deficiencies (according to the public university admission requirements) which may impact their university admission and scholarship opportunities.
- ELs should have equal access to their desired post-secondary pathways.

STRONG RECOMMENDATIONS:

In order to allow ELs opportunities and choice in their continued education and/or work/career path, OELAS strongly recommends the following:

- High school guidance counselors and/or mentoring staff work with ELs to become knowledgeable of their aspirations and conduct ongoing reviews of their Education and Career Action Plan (ECAP) goals to build ELs' school schedules which support their post-secondary plans.
- ELs (and their parents/guardians) are informed of their options, including how taking both ELA and SEI (Targeted Instruction [ELD]) courses ensures that they will have the necessary credits for a high school diploma and credits for university admission, all while receiving EL services to support their English language proficiency.
 - English Language Arts (ELA) courses cover the English credits
 - SEI (Targeted Instruction [ELD]) *could* cover some of the elective credits

Per ESSA guidance document from the US Dept of Ed (2016): Reading/language arts standards are **not the same as English language proficiency standards. English language proficiency standards should be specifically developed for students who are ELs and define progressive levels of competence in the acquisition of the English language. English language proficiency standards must be derived from the four language domains of speaking, listening, reading, and writing. (ESEA Section 1111(b)(1)(F)). Reading/language arts standards, on the other hand, describe what all students should know and be able to do in the specific academic content area of reading/language arts.*