



**OELAS Webinar Wednesday, October 4, 2023:
Supporting Long-Term English Learners (EL)
Frequently Asked Questions**

- 1. When and why did ADE remove the SEI endorsement requirement for teachers?**
The SEI Models require that any teacher providing ELD instruction (Targeted and/or Integrated) have the SEI, ESL, or BLE endorsement, or at minimum have completed the SEI Endorsement coursework. This requirement was removed in ADE Certification as a validation requirement to get a teaching certificate in 2017.
- 2. What are the trends in statewide data surrounding long-term English learners (LTELs)?**
Starting in the school year 2017-2018, Arizona had approximately 17,000 students who were considered LTELs. As the years have progressed, the numbers have also gone up. In 2019, 19,000 ELs were identified as LTELs. We did not have data in 2020 due to the pandemic, but in 2021, the numbers jumped to 25,700 students who were classified as LTELs. In 2022, 29,400 (approximately) LTELs were identified. This is the last number we have, and this number is almost one-third of our EL students in Arizona.
- 3. I have heard that students who score Intermediate for two years in High School can be removed from English Language programs and they do not have to be AZELLA tested. Is that correct?**
No, that is not correct. According to the requirements for language assessment, the English learner is required to continue to take the AZELLA until he/she scores Overall Proficient. Until then, he/she is entitled to EL services.
- 4. Are there any recommendations for tracking data for long-term English learners so that the information will follow them if they move schools, districts, countries?**
Because this is not a federally required form or process, OELAS does not have a published form for this type of data-tracking. We recommend that LEAs consider the long-term EL populations in their schools and determine what data should be collected and reviewed locally.
- 5. We have many international teachers in our district who need support in providing SEI Instruction. Will ADE or OELAS provide additional support to help them acquire the SEI endorsement?**
OELAS provides a list of SEI Endorsement Course providers who have been approved under the current framework. Please use this link to review the list and see what options are available: [SEI Endorsement | Arizona Department of Education \(azed.gov\)](#)
- 6. Many of our long-term ELs also have a learning disability that prevents them from scoring Overall Proficient on AZELLA. What, if any, efforts are being made at the state level to address this need?**
This will be addressed at the next webinar titled "Dual-Labeled ELs", which will be on Wednesday, November 15, 2023, from 9:00-10:00am. Please register in APLD.



- 7. If we have long-term ELs who have been Parent Withdrawn (PW) year after year and are not receiving EL services, what can we do for these students?**
If they are withdrawn from EL services, they still have a need for academic and language supports in the content-area classes. Educators should provide scaffolds and supports to meet the needs of the ELs. OELAS recommends the LEA provide additional and focused training for teachers of ELs on linguistic supports and language scaffolds needed to support ELs.
- 8. What resources are available to reach and engage the parents of long-term ELs as we address factors outside of our school's control?**
The U.S. Department of Education requires all Title I schools to have a parent involvement policy and a plan for how schools and parents will collaborate to promote student achievement. These connections and relationships can empower parents to become more involved and in turn, this can be very beneficial to our EL students. LEAs can promote resources to help with various factors that can influence and affect LTELs. The US Department of Education has a chapter in the EL Toolkit that addresses family engagement: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>
- 9. What are the cut scores for the new AZELLA test?**
The new cut scores can be found on the AZELLA Webpage. [AZELLA4OverallProficiencyDetermination6.28.2023.pdf](https://www.azed.gov/Portals/0/AZELLA4OverallProficiencyDetermination6.28.2023.pdf) (azed.gov)
- 10. What do you recommend in the allocation of funds for compensatory education?** *There are several different funding sources, it depends on your purpose for using it. There are multiple funding sources that may be leveraged to provide compensatory instruction: Arizona Tutoring Initiative, 21st Century, Title III, and Title I. If you have questions, reach out to the Federal Programs staff at your LEA or the Consolidated Grants team at ADE.*
- 11. Do you provide any training on how to derive or write a language objective from the ELP Standards and PI?**
OELAS does not oversee the writing of language objectives. LEAs determine how objectives are written and utilized within the local instructional ELD practices.
- 12. What assessment support(s) are in place to support students who have severe learning disabilities?**
Their needs are going to be even more specific and are multifaceted. Anytime you are considering factors for Dual-Labeled ELs – always include your Special Education Team, including the School Psychologist, EL Coordinator, teacher of record, etc. Ensure that the language needs are addressed along with their special education needs in the IEP. This will also be addressed at the next webinar titled “Dual-Labeled ELs”, which will be on Wednesday, November 15, 2023, from 9:00-10:00am. Please register in APLD.
- 13. Are there any programs or recommendations for progress monitoring language development?**
OELAS and the Arizona Department of Education does not endorse any particular program. Additionally, the needs of the ELs will vary, just as the programs also do. These are local decisions made by LEA leaders.