



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Los Angeles

As a convener, we would like you to put together a short report from your group describing the following:

- 1) **Names of group members:** Adela Santa Cruz, Kelly Koenig
- 2) **Issue/Topic/Activity:** Arizona's Structured English Immersion Model
- 3) **Highlights of Discussion/Recommendations/Next Action Steps**
See the powerpoint presentation as this sums up all the discussion
- 4) **Available Resources**
- 5) **Follow-up requests**
- 6) **Please type in this report in one of the laptops and hand in this sheet. Thanks!**



Overview of the Development of Arizona's Models for Structured English Immersion

What is OELAS?



- ▶ The Office of English Language Acquisition Services was established in state law.
- ▶ The Office provides services to K–12 public schools, charter schools and school districts in order to assist them in the educational programs for English language learners (ELL).
- ▶ The Office is also required to monitor for compliance with state and federal laws.



English Language Learner Demographics



Demographics – United States

- ▶ 1995 – Total K–12 Enrollment 47,582,665
- ▶ 2006 – Total K–12 Enrollment 49,324,849
3.66% growth

- ▶ 1995 – ELL Enrollment 3,228,799
- ▶ 2006 – ELL Enrollment 5,074,572
57.17% growth

Source: U.S. Department of Education * National Center for Education Statistics, Common Core of Data



Demographics – Arizona

Approximately 11%–13% of Arizona’s K–12 students are English Language Learners (ELL)

- ▶ 140,293 ELL Students in 2007
- ▶ 150,078 ELL Students in 2008
- ▶ 123,157 ELL Students in 2009
- ▶ 116,506 ELL Students in 2010 (preliminary CSPR)



Top 5 Languages in Arizona (Other than English) 2010

	<i># of ELL Students</i>
▶ Spanish	118,359
▶ Navajo	2,655
▶ Other Non-Indian	2,328
▶ Vietnamese	1,231
▶ Arabic	1,153



Demographics – Arizona

Percentage of ELLs by Grade Span

2009

- ▶ K-2 47%
- ▶ 3-5 25%
- ▶ 6-8 15%
- ▶ 9-12 13%





Arizona ELL Data

Pre-emergent students advance quickly

45% of Pre-Emergent ELL students move to Basic;
37% move to Intermediate for a total of 82% their
first year.

Intermediate students advance slowly

62% of Intermediate students remain Intermediate
after 1 year; 54% of Intermediate students remain
Intermediate after 2 years.





Arizona ELL Data

71% of all Arizona **ELLs**
were at the **Intermediate** level for
end-of-year assessment (2010)

Source: The data provided on Jan 24, 2011 was drawn from the Data Mart table SDELL72 on 1/24/11. The original source of this data was assessment records received from Pearson during the school year 2009-2010. The numbers represent the last assessment for each student in Data Mart for school year 2009-2010.



English Language Learner Federal Law



Title VI of the Civil Rights Act of 1964

“no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”



Equal Educational Opportunities Act of 1974

20 U.S.C. Sec.1703 (f):

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by–

(f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”



Lau v. Nichols (U.S.S.Ct. 1974)

“there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” “Classroom experiences” would be “wholly incomprehensible and in no way meaningful.”



Lau Remedies

The Lau Remedies resulted from the Supreme Court's decision in the Lau v. Nichols case. The Lau Remedies provide guidelines for creating the necessary components for providing educational services to non-English speaking students by local school districts.

- ▶ Identification of student's primary or home language
- ▶ Provide an educational program
- ▶ Create instructional personnel requirements
- ▶ Address issues of racial/ethnic identifiability of schools and classes
- ▶ Notification to parents of students whose primary language is other than English
- ▶ Evaluation



Castañeda v. Pickard 1981

“In a case such as this one in which the appropriateness of a particular school system’s language remediation program is challenged under § 1703 (f), we believe the responsibility of the court is threefold.”



THREE PRONG TEST *IN BRIEF*

1. Use a sound theory
2. Provide resources to implement
3. Produce results



IS THIS SEGREGATION?

Castañeda v. Pickard

“Thus as a general rule, school systems are free to employ ability grouping, *even when such a policy has a segregative effect*, so long, of course, as such a practice is genuinely motivated by educational concerns and not discriminatory motives.”



Federal Title III Program – 2002

(20 U.S.C 6801) Part A – English Language Acquisition, Language Enhancement, and Academic Achievement “Act – Section 3102. Purposes

The purpose is to help ensure that children who are limited English proficient.....

- Attain English proficiency,
- Develop high levels of academic attainment in English,
- Meet challenging academic content,
- Meet student academic achievement standards

.....as all children are expected to meet.



Title III Requirements

- ▶ Students must be identified
- ▶ Identified students must be assessed annually
- ▶ Teachers must be fluent in English
- ▶ Programs must be supplemental to existing programs
- ▶ Parent/community outreach



English Language Learner Arizona State Law



Arizona State Law – Prop 203

- ▶ Passed by the voters in 2000/voter protected
- ▶ Students instructed in English and placed in English Immersion classrooms
- ▶ ELL students transferred to a mainstream classroom when they have a good working knowledge of English and are able to do regular school work in English.
- ▶ “Not normally intended to exceed one year”
- ▶ No prescribed approach to language acquisition.



Parent Waiver for Placement in a Bilingual Classroom

Waiver # 1:

Student already knows English

Waiver # 2:

Student is 10 years or older

Waiver #3:

Student has special individual needs



Arizona State Law – HB 2064

- ▶ Passed by the Legislature in 2006
- ▶ How to identify ELLs
- ▶ How to place ELLs in classrooms
- ▶ **ELL Task Force created for SEI Model Development**
- ▶ Funding for incremental costs of the ELL program
- ▶ How to monitor compliance



Arizona's Models of Structured English Immersion

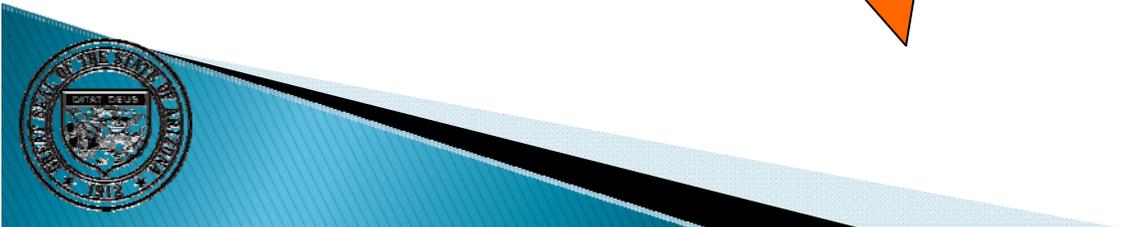
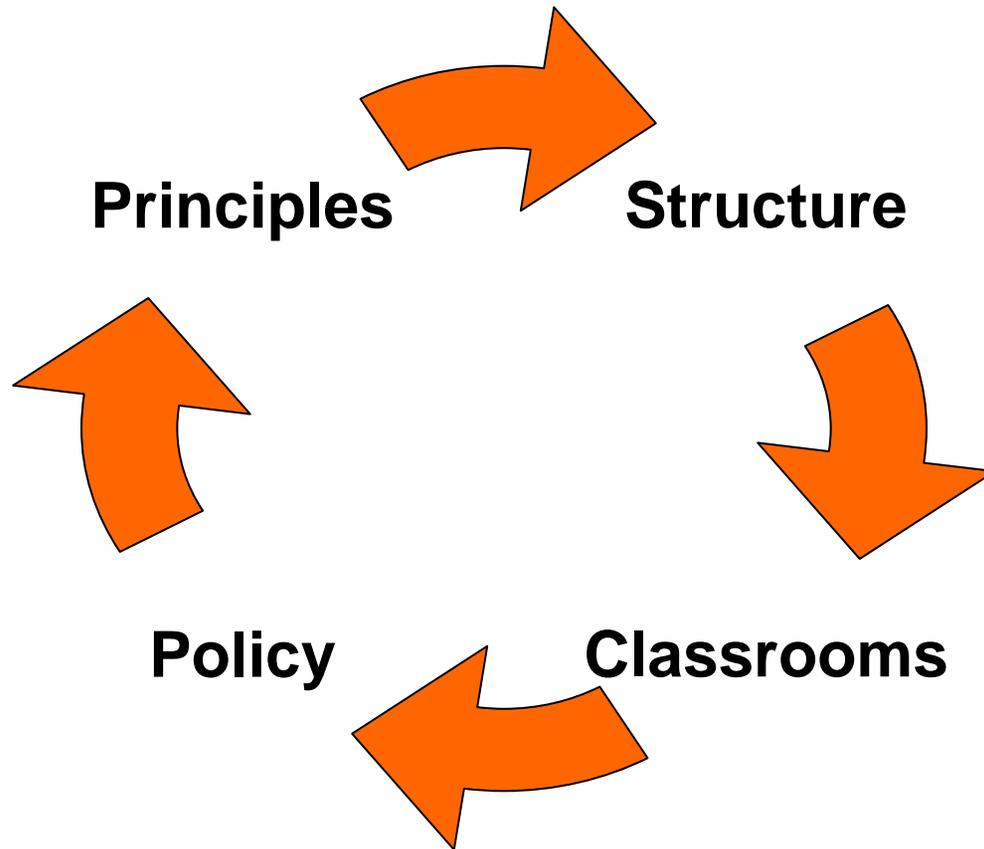


Arizona ELL Task Force

- ▶ ARS 15.756.01
- ▶ 9 Members
 - 3 appointees by Superintendent of public instruction
 - 2 appointees by the Governor
 - 2 appointees by the President of the Senate
 - 2 Appointees by the Speaker of the House
- ▶ Serve 4 year terms.
- ▶ ...the Task Force shall develop and adopt research based models of structured English immersion programs for use by school districts and charter schools.



Model Development Process



SEI Model Development and Adoption Milestones

- ▶ September 21, 2006: *1st meeting of ELL Task Force.*
- ▶ September 21, 2006 – January 25, 2007: *Testimony from ELL educators, practitioners, experts, researchers, and state and federal program requirements.*
- ▶ January 18, 2007 – May 3, 2007: *Effective Schools Survey.*
- ▶ May 24, 2007: *Model Components authorized by ELL Task Force.*
- ▶ June 14, 2007: *Draft SEI Models approved.*
- ▶ August 2007: *Public Hearings on draft SEI Models.*
- ▶ September 13, 2007: *Models of Structured English Immersion adopted by Arizona ELL Task Force*



Testimony to the ELL Task Force

- ▶ Over 50 presentations prior to the model adoption
- ▶ Arizona practitioners
- ▶ University researchers
- ▶ Experts in the field of second language learning
- ▶ Research inquiry



Summary of Research Topics Presented to the ELL Task Force

- ▶ Time on Task
- ▶ Teaching of discrete English language skills
- ▶ Fixed periods of time for teaching elements of English
- ▶ Explicit teaching of phonology
- ▶ Explicit teaching of word order rules
- ▶ Explicit teaching of academic vocabulary



ELL Program Principles

- English is fundamental to content area mastery.
- Language ability based grouping facilitates rapid language learning.
- Time on task increases academic learning.
- Discrete language skills approach facilitates English language learning.



SEI Model Components Definitions

Consistent definitions for key terms facilitates statewide implementation

- ▶ Structured English Immersion (SEI)
- ▶ Structured English Immersion Classroom
- ▶ English Language Development (ELD)
- ▶ Proficiency Level



Model Components

- ▶ Entry and Exit based on AZELLA
- ▶ Students grouped by AZELLA proficiency level
- ▶ Specified time allocations
- ▶ ELLs are taught by Highly Qualified and trained teachers
- ▶ Classroom practice based on English Language Development (ELD)
 - English Language Proficiency Standards
 - Lesson plans will include elements of the Discrete Skills Inventory



Outcome of Model development process

Key Principles

- English is fundamental to content mastery
- Time on task increases academic progression

Principles

Key Structure

- Entry & exit based on AZELLA
- Class size standards
- Grouping by proficiency then grade
- Time allocations based on standards

Structure

Key Policies

- 4 hours of ELD
- 1-year to proficiency
- Language ability based grouping
- Instruction & materials in English

Policy

Classrooms

Classroom Practices

- SEI classes taught in English
- Materials aligned to standards & DSI



Four Fundamental Elements

- 1) 4 hours of ELD – as defined in SEI models
- 2) ELL students assigned to SEI classrooms
- 3) ELL students grouped by ELL proficiency
- 4) Highly Qualified Teacher



Fundamental

#1

4 hours
of ELD



4 Hours of ELD

Definition

- ▶ “*ELD*” means English language development, the teaching of English language skills to students who are in the process of learning English.
- ▶ It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself.



4 Hours of ELD

Time Allocation for **Elementary** Schools

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Pre-Writing 15 min.
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Students Testing at AZELLA Basic

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.
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Students Testing at AZELLA Intermediate

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.
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20 hours per week / 10% flexibility



4 Hours of ELD

Time Allocation for **Middle & High Schools**

Students Testing at AZELLA Pre-Emergent & Emergent

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.
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Students Testing at AZELLA Basic

Academic Oral English and Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.
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Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 min.	English Language Arts (SEI) 60 min.	Academic English Reading 60 min.	Academic English Writing and Grammar 60 min.
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20 hours per week / 10% flexibility

Arizona Department of Education
Office of English Language Acquisition Services



4 Hours of ELD

Exceptions

- ✓ Half-day kindergarten must be modified to have a proportionate period of ELD. This works out to 2/3 of instructional time (usually 2 hours of ELD.)
- ✓ If a middle or high school student tests proficient in reading or writing or both, after the first year they can reduce ELD time to 3 or 2 hours based on testing proficient on the sub-test.



Fundamental

#2

ELL Students in SEI Classrooms



What is AZELLA?

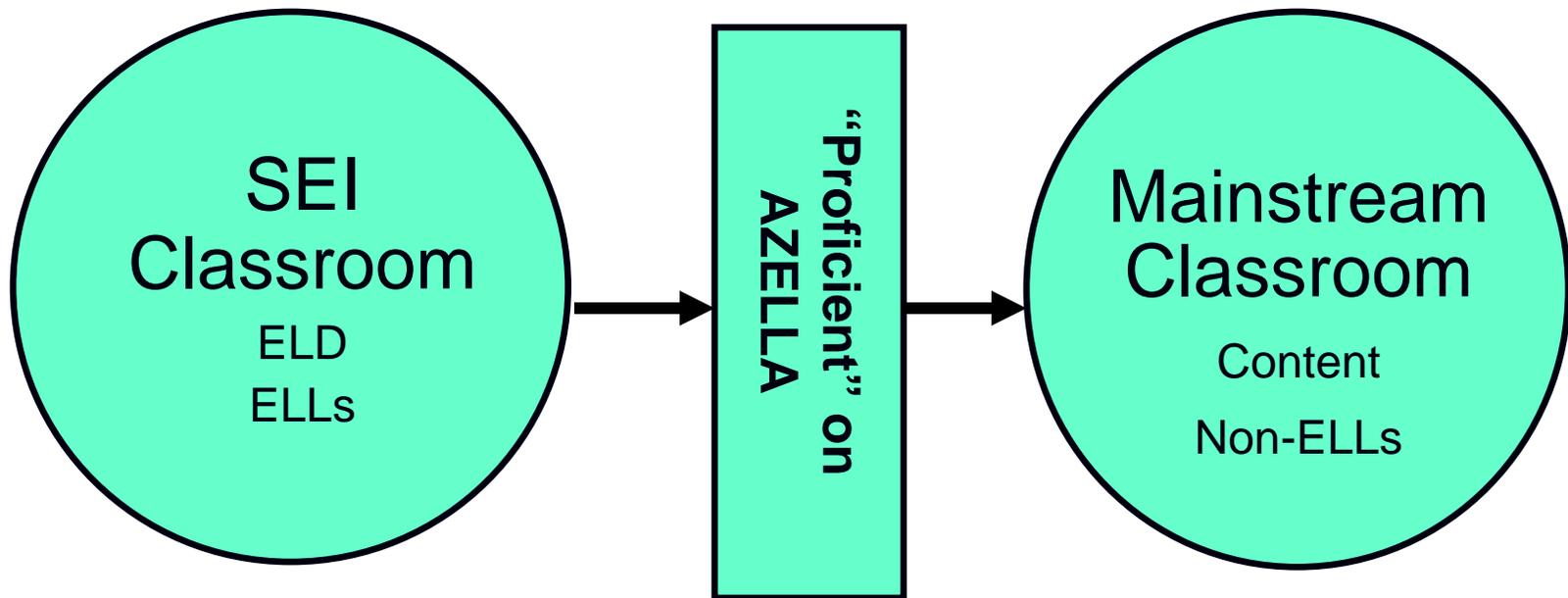
A.R.S. 15-756 (B)

- ▶ “THE ENGLISH LANGUAGE PROFICIENCY OF ALL PUPILS WITH A PRIMARY OR HOME LANGUAGE OTHER THAN ENGLISH SHALL BE ASSESSED THROUGH THE ADMINISTRATION OF ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS IN A MANNER PRESCRIBED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.”

The AZELLA tests the Arizona English Language Proficiency Standards.



SEI Classroom v. Mainstream Classroom



Entry and exit is based on AZELLA



Fundamental

#3

Language Ability Based Grouping

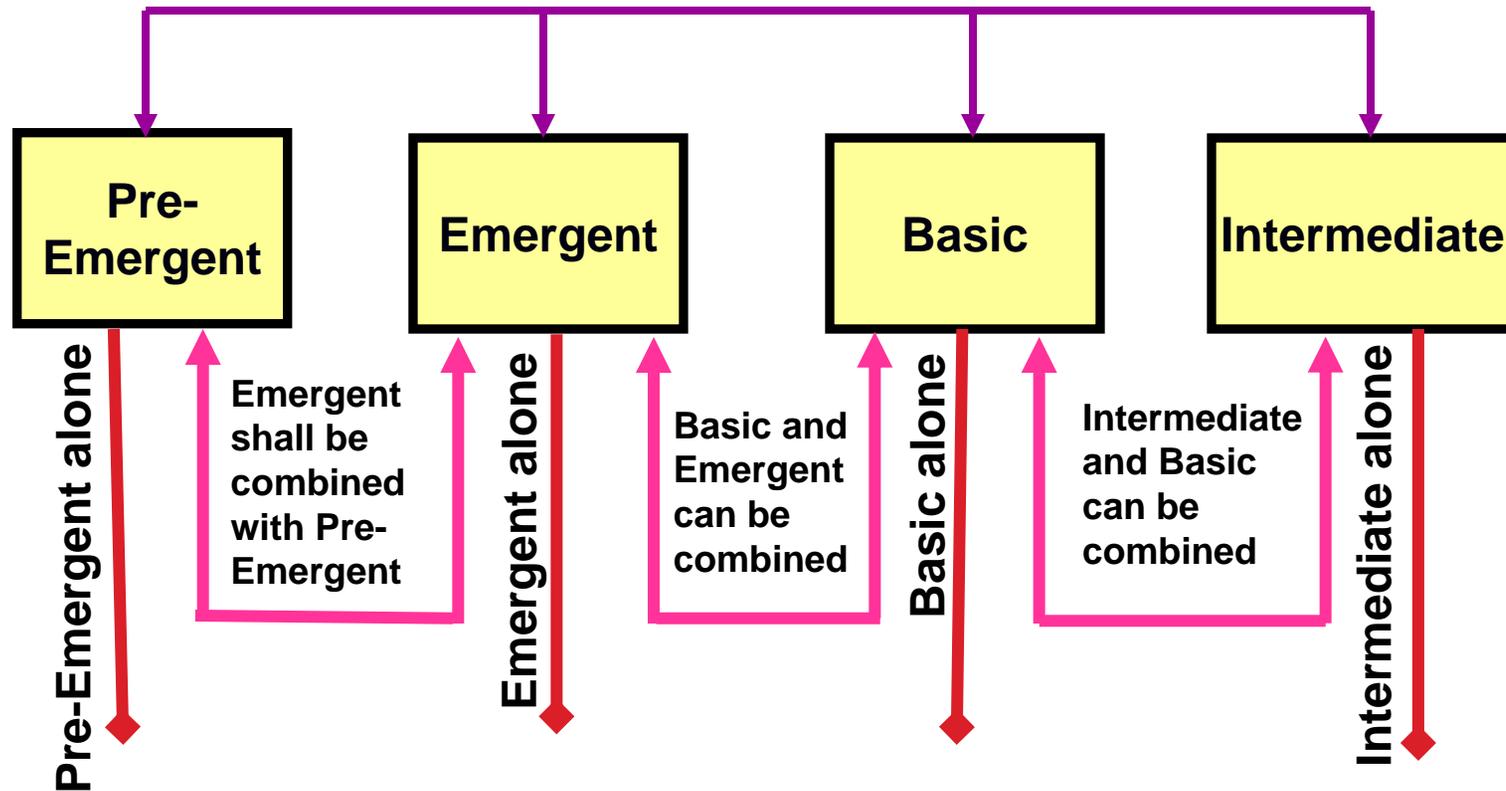


Priority Structure for Grouping

- ✓ Elementary School Student Groupings
 - A. Overall Proficiency Level within Grade
 - B. Overall Proficiency Level Band within Grade
 - C. Overall Proficiency Level Band within Grade Band
- ✓ Middle/High School Groupings
 - A. Proficiency Sub-level within Grade
 - B. Proficiency Sub-level within Grade Band
 - C. Overall Proficiency Level within Grade
 - D. Overall Proficiency Level within Grade Band
 - E. Overall Proficiency Level Band within Grade Band



Language Ability Based Grouping



Benefits of Ability Based Grouping

Targeted instruction.

Lesson is linguistically appropriate for ALL students.

Students are not overwhelmed – Otherwise proficient students do all of the talking.

Accurate monitoring of student production.

Specialists can be developed for each level.

Minimizes students developing large language "gaps".

Makes lesson planning easier for teachers.



IS THIS SEGREGATION?

Castañeda v. Pickard

“Thus as a general rule, school systems are free to employ ability grouping, even when such a policy has a segregative effect, so long, of course, as such a practice is genuinely motivated by educational concerns and not discriminatory motives.”



Fundamental

#4

Teacher Qualifications



Teacher Qualifications (State Board Rule)

Administrative Code R7-2-613.J.1 requires an
SEI, ESL or bilingual endorsement

of **ALL** certified **classroom teachers**
(elementary, secondary, career and technical
education and special education,
supervisors, principals and
superintendents.



Teacher Qualifications (continued)

- ▶ Properly Certificated and
- ▶ Highly Qualified
 - Elementary (K–6)
 - Language Arts or English in Middle School (7 – 8)
(also departmentalized 6th grade)
 - English in High School (9–12)
 - Non–departmentalized Middle School teachers may be K–8 certified.



Special Circumstances



GLENDALE UNION ALTERNATE MODEL

On Track to Graduate *Two - three hours of ELD*

Student Eligibility:

- 2 years in Arizona schools
- Junior or senior
- Intermediate and improving on AZELLA
- Approaches on AIMS
- Grade of “C” or better in core subjects
- Target is 50% reclassification



PHOENIX UNION ALTERNATE MODEL

Reading Hour of ELD

- ▶ Basic and Intermediate students
- ▶ ELD classroom grouped by ELL proficiency
- ▶ Specific ELP language objective using the ELP Standards and DSI skills
- ▶ Teacher HQ in English/Language Arts
- ▶ Content-based texts
 - Grade appropriate
 - Proficiency appropriate



ILLP

Individual Language Learner Plan

An ILLP may be used if there are **20** or
fewer ELL students in a **3**
consecutive grade band.



ILLP Procedure

- Complete ILLP form
- Identify teaching team
- Develop plan
- Use English language proficiency standards
- Track progress
- Meet with teacher(s), administrators, parents
- Review/update quarterly



FEP and Beyond

Title I for
ELL and
Former ELL students



Fluent English Proficient (FEP) ELL and Beyond

- ▶ Move to mainstream classroom
- ▶ Assess for 2 years following a score of proficient
- ▶ SEI Endorsement – Use strategies in the mainstream classroom
- ▶ WICP required for those not progressing
- ▶ Eligible for Compensatory Instruction programs
- ▶ Title I programs



Serving FEP students

- ▶ What kind of interventions may be needed?
 - Language/vocabulary support
 - Additional time for practice of skills
 - Academic support
- ▶ How will you know?
 - AZELLA score report
 - AIMS scores reports
 - Other screening tools



PELL Meetings

About 4 times per year, OELAS hosts a meeting open to all practitioners of English language learning.

If you are interested , or know someone who is interested in attending, phone the OELAS office.



AZELLA



AZELLA determines the English language proficiency of a student

- IFEP
- ELL
- Reclassification
- 2-Year Monitoring

2 of the 3 of AMAOs

- % Reclassified
- % Making Progress



Primary, Elementary, Middle Grades, and High School Levels

4 subtests

- Listening
- Speaking
- Reading
- Writing



ELL Assessment History

School Years 2005–2006
Statewide SELP implementation

School Years 2007–2009
AZELLA Form AZ-1

School Year 2009–2010
AZELLA Form AZ-2



AZELLA Grade Spans

- ▶ Preliteracy – Kindergarten
- ▶ Primary – Grades 1–2
- ▶ Elementary – Grades 3–5
- ▶ Middle School – Grades 6–8
- ▶ High School – Grades 9–12



AZELLA Proficiency Levels

- ▶ Pre–Emergent
- ▶ Emergent
- ▶ Basic
- ▶ Intermediate
- ▶ Proficient



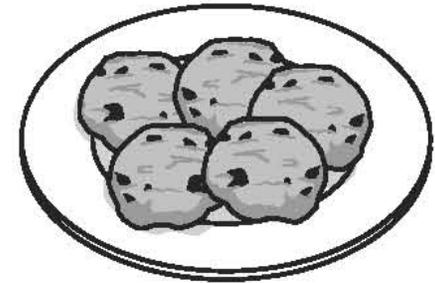
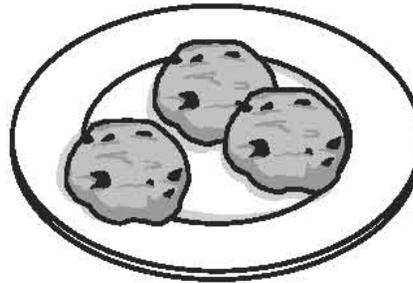
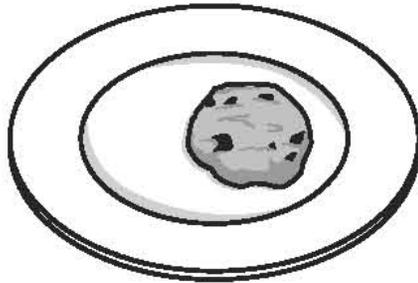


Listening



Sample AZELLA Question - Kindergarten

9



Look at these pictures. Which picture shows a plate with one cookie?...Which picture shows a plate with one cookie? Point to the picture that shows a plate with one cookie.

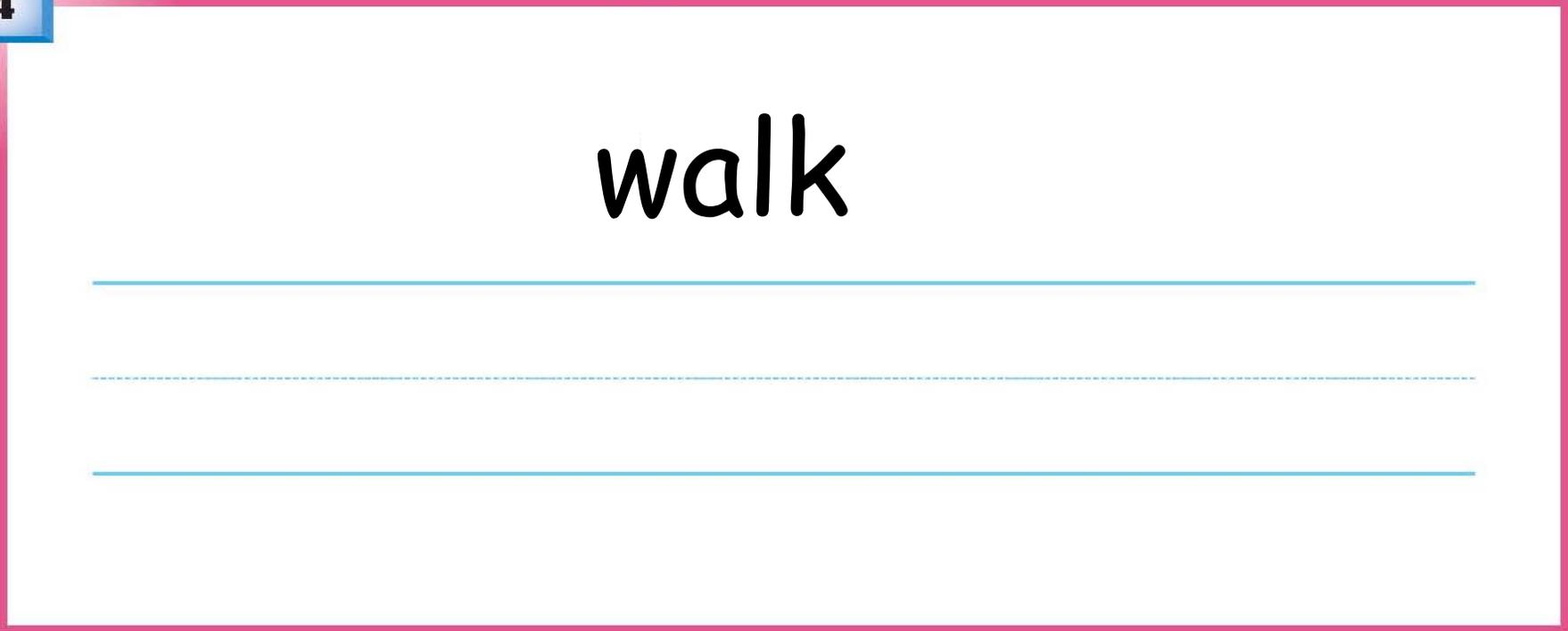
Pause for about 8 seconds for student's response. Fill in the circle of the student response in the student assessment booklet. Then turn the page.

Sample AZELLA Question - Kindergarten

Prewriting

4

walk



Look at number 4. This is the word “walk”. Copy the word “walk”.

Pause for about 8 seconds so students can mark their answers.

Math AIMS Sample Language

If the difference continues to increase by 2, what will be the 6th and 7th terms of the original pattern?

Which of the following real –world situations could best be modeled by the following graph?

- 1.The height of a person growing from child to adult.
- 2.The temperature of a cake after it is taken out of the oven.
- 3.The height of an airplane landing on a runway.
- 4.The amount of gasoline in a car gas tank during a long trip.



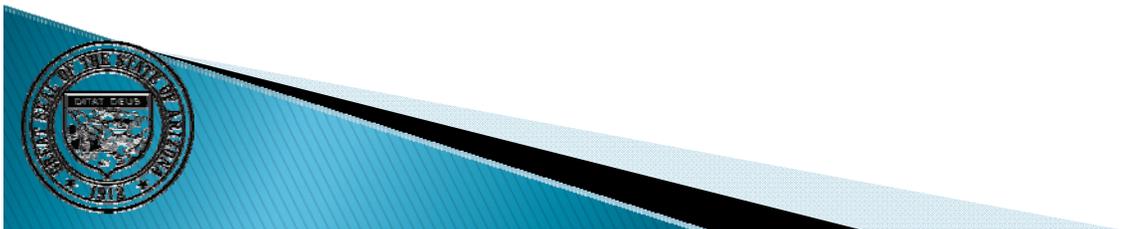
Science AIMS Sample Language

Directions : Read the information about biofuels then answer questions 12 - 14.

Negative environmental consequences of fossil fuels and concerns about petroleum supplies have led to the search for renewable biofuels. To be a viable alternative, a biofuel should provide a net energy gain, have environmental benefits, be economically competitive, and be producible in large quantities without reducing food supplies.

An energy consultant wanted to determine whether two biofuels, corn ethanol and soybean biodiesel, met the criteria for a viable alternative fuel. Corn ethanol is a biofuel that could be used to replace gasoline. Soybean biodiesel is a biofuel that could be used to replace diesel fuel.

The consultant collected data for these two fuels and summarized them in the following graphs.



A Few Things To Remember

- ▶ AZELLA is a language proficiency assessment, NOT an academic assessment.
- ▶ Scaled Scores and corresponding Proficiency Levels are sent to ADE by Pearson and downloaded into the Student Accountability Information System (SAIS).
- ▶ The Overall Proficiency Level is determined by the Total Composite Scaled Score.



AZELLA Expenses

- ▶ The state pays for:
 - the purchase of AZELLA
 - the scoring
 - and ancillary materials



Compensatory Instruction

Law provides for compensatory instruction for language development outside of the regular school day.

Available to current ELLs and for 2 years after exit from the program.



Who is Looking at Arizona ELL Students?

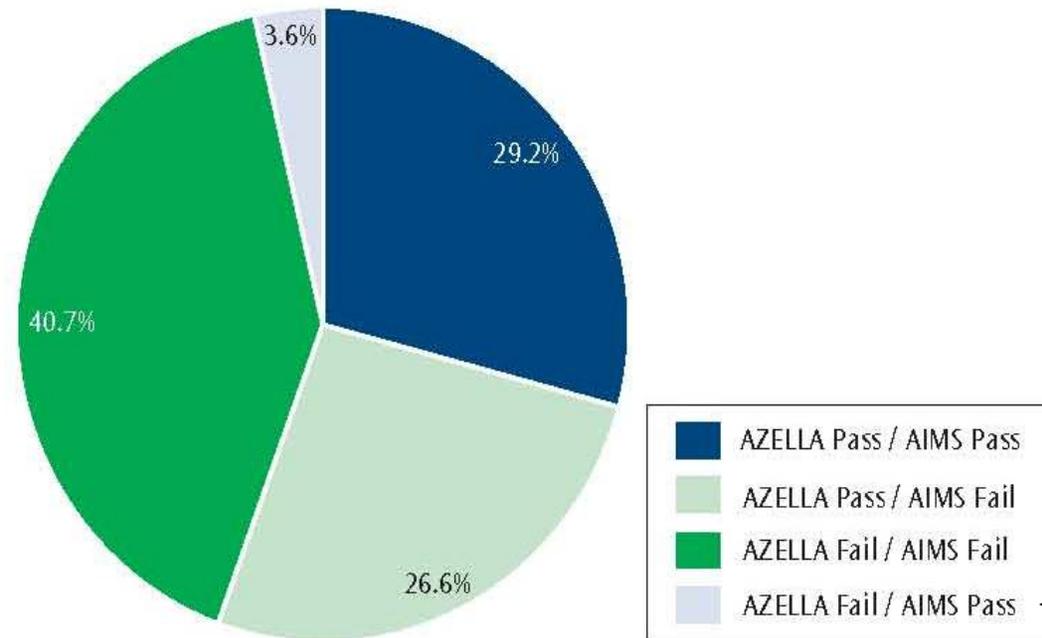


Arizona Department of Education
Office of English Language Acquisition
Services



AZELLA / AIMS Correlation

Figure 2. Distribution of English language learners by outcome on AZELLA and AIMS, 2008/09



Source: Author's analysis of data from the Arizona Department of Education (2008/09) described in the Data section.

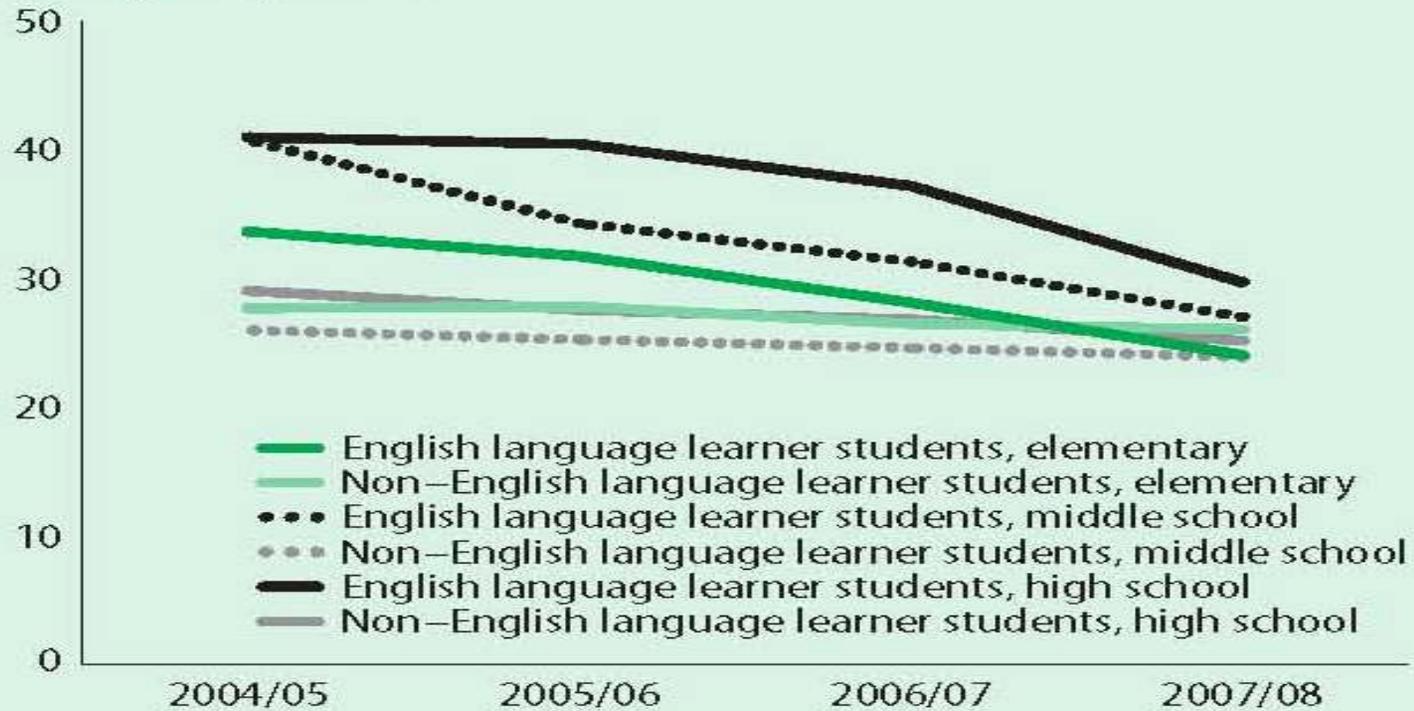


Source: Haas, E. (July 2010) Assessing Achievement of English Language Learners: Pass-Fail Status on Arizona's Language and Content Tests; REL West Analysis, WestEd

FIGURE A6

Question 2 sensitivity analysis: mobility rates by English language learner status and education level for Arizona public schools based on status as of last enrollment spell, 2004/05–2007/08

Mobility rate (percent)



Source: Authors' analysis of enrollment data obtained by special request from the Arizona Department of Education.

Source: Fong, A.B., Bae, S. and Huang, M. (October 2010) Patterns of student mobility among English language learner students in Arizona public schools. REL West Regional Education Laboratory at WestEd / IIES – Institute of Educational Research, National Center for Education Evaluation and Regional





Where do English language learner students go to school?*

2007-08 student-level data

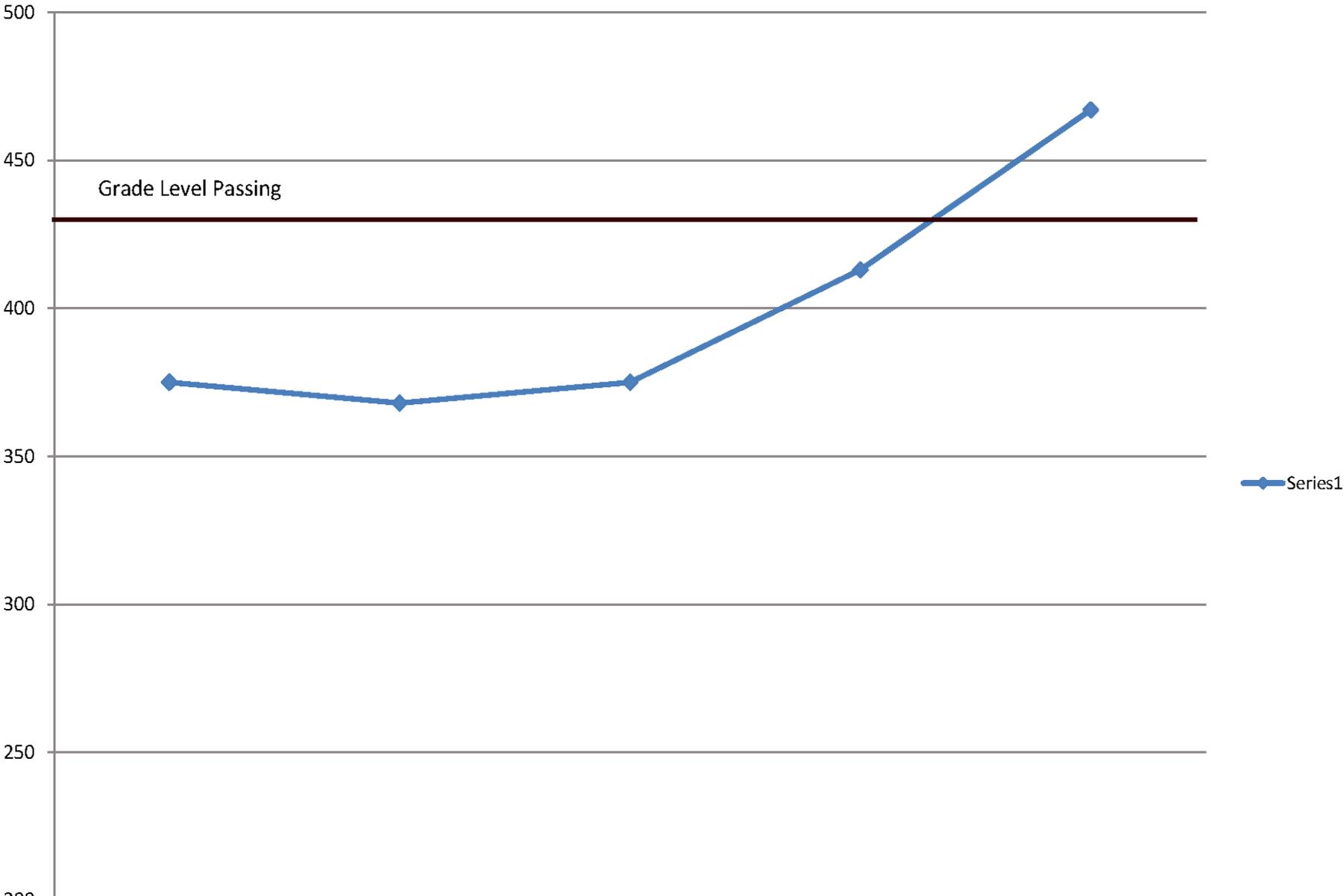
Schools with $> 50\%$ ELL were more prevalent among:

- Primary schools than middle and high school
- Traditional schools than alternative and charter schools
- Schools with more than 75% eligible for free or reduced-price lunch
- Maricopa and Pima Counties

*Source: Haas, E., Huang, M. (August 2010) Where do English language learner students go to school? Student distribution by language proficiency in Arizona. REL West Technical Brief; ies –Institute of Education Sciences/ National Center for Education Evaluation and Regional assistance.

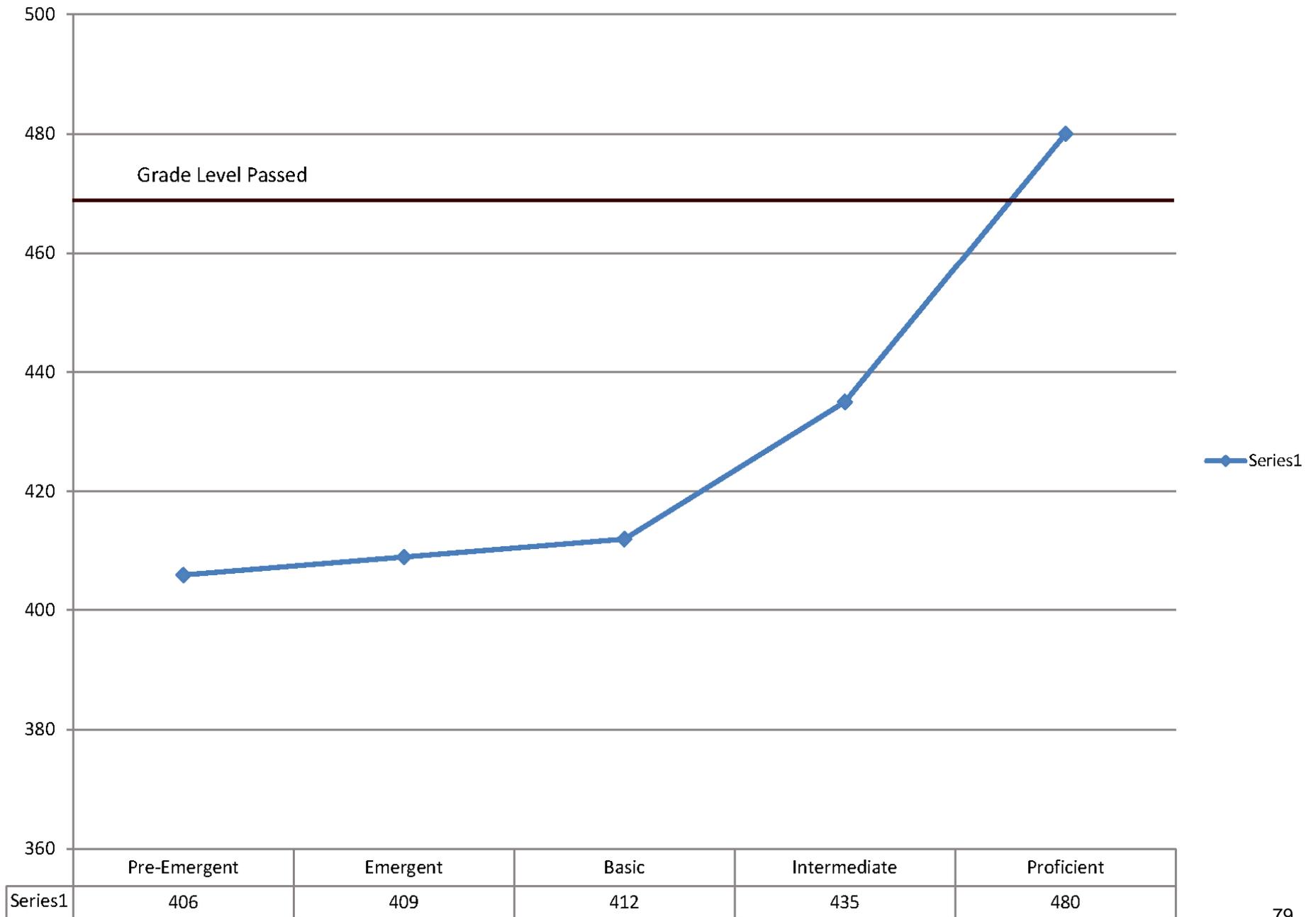


Difference in AIMS Reading Scaled Score by AZELLA Levels-Grade 3

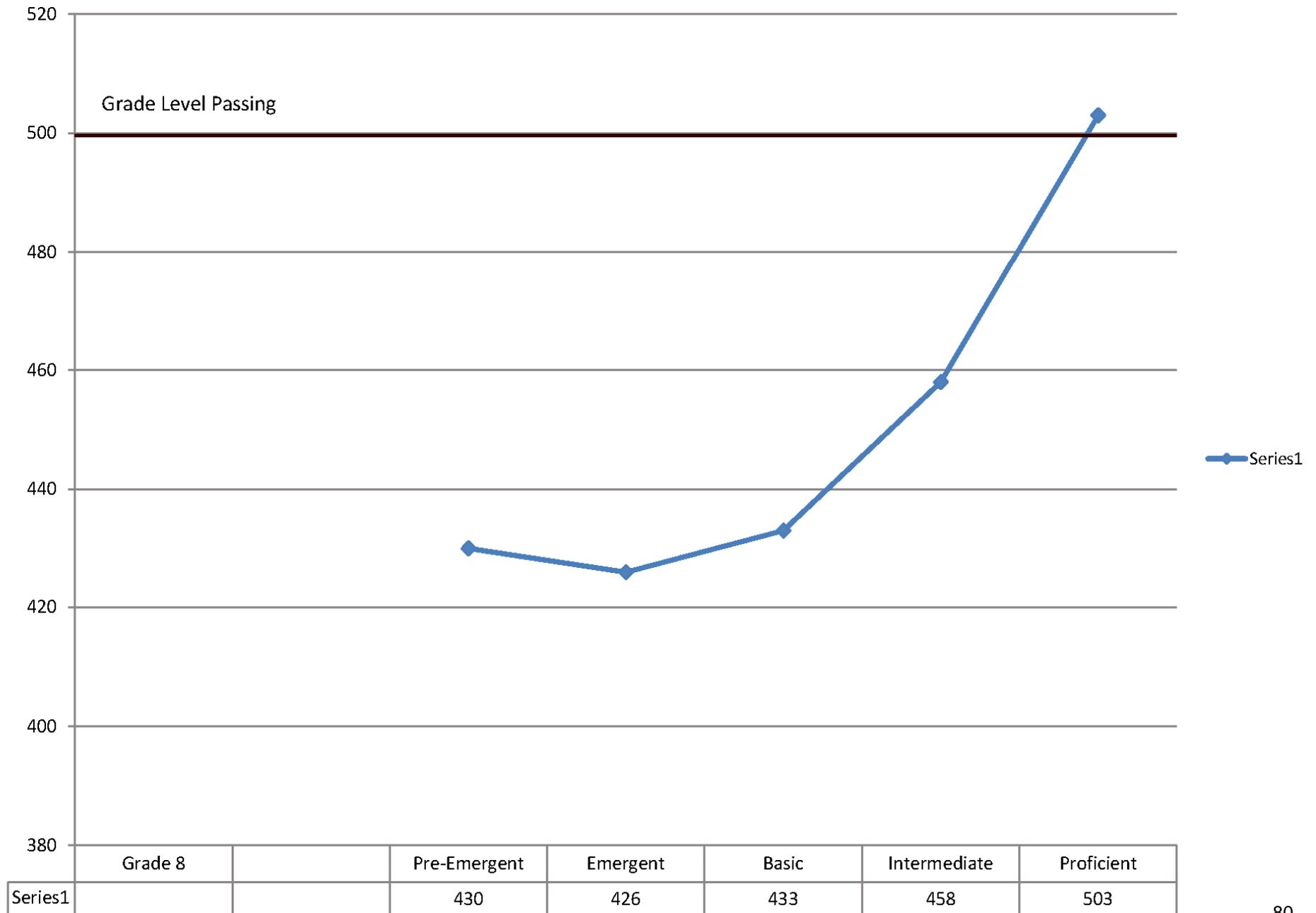


	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Series1	375	368	375	413	467

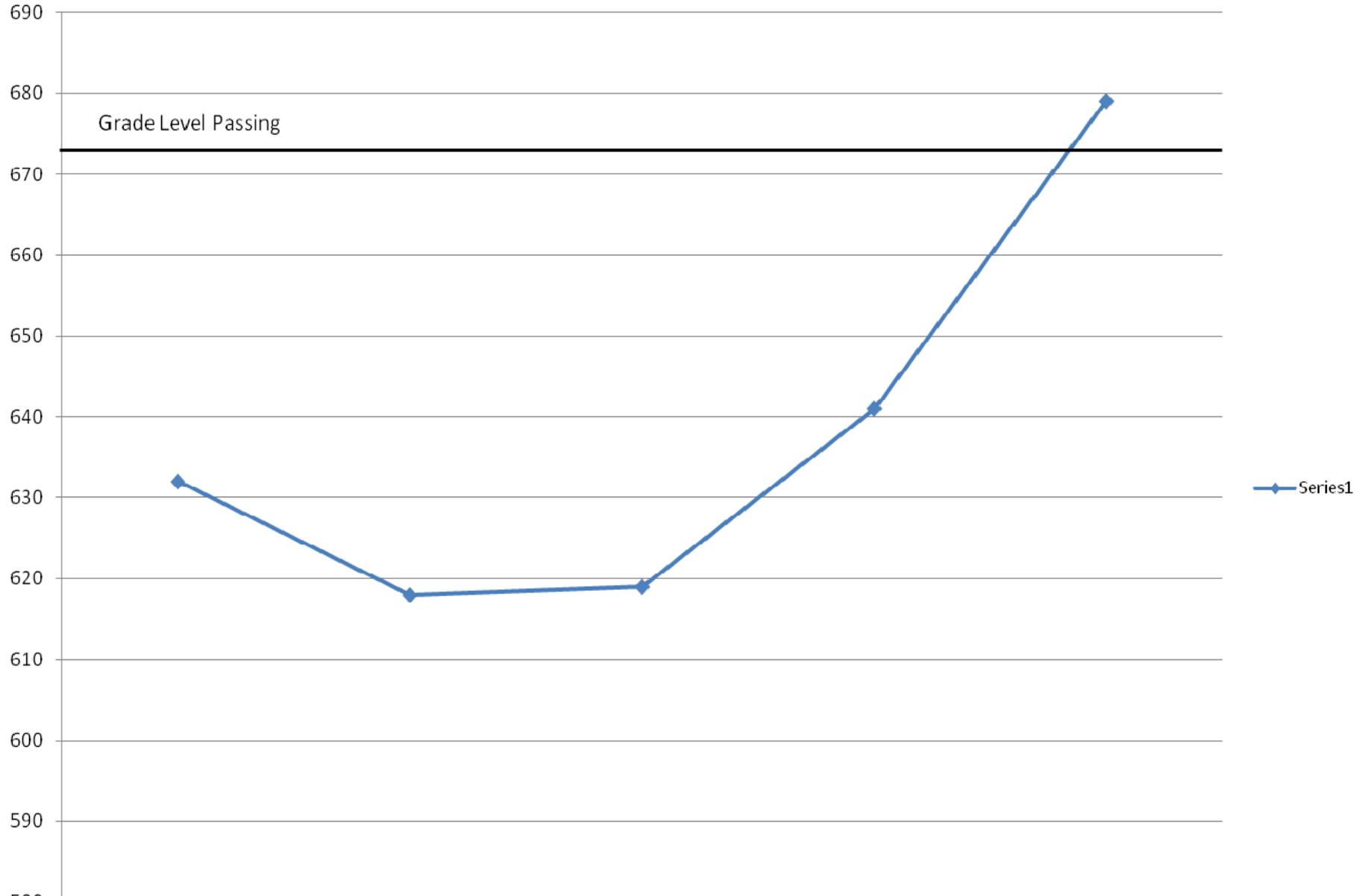
Difference in AIMS Reading Scaled Score by AZELLA Levels - Grade 5



Difference in AIMS Reading Scaled Score by AZELLA Levels- Grade 8



Difference in AIMS Reading Scaled Score by AZELLA Levels- Grade 10



	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Series1	632	618	619	641	679

Percent Passing AIMS 2010

	Non-ELL (neither FEP nor ELL)		FEP All Years		ELL	
Subject	Not Low-SES	Low SES	Not Low-SES	Low SES	Not Low-SES	Low SES
Reading	85%	68%	79%	76%	24%	23%
Writing	82%	65%	73%	71%	25%	27%
Math	71%	49%	58%	56%	19%	19%



Thank you!

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