

Structured English Immersion Models Review Committee

August 20, 2014

Item 1

EXECUTIVE SUMMARY

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Issue: Presentation and Discussion Regarding Draft Refinements to the Structured English Immersion (SEI) Model

☐ Action/Discussion Item

☒ Information Item
Background and Discussion

In 2006, Arizona Revised Statutes §§ 15-751 through 15-757 established the duties and responsibilities of the Arizona English Language Learners (ELL) Task Force. The Arizona ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. The ELL Task Force adopted the SEI Models currently in use in September 2007.

In 2013, the State Board assumed the responsibilities of the Arizona ELL Task Force. In May 2014, the Board established the SEI Models Review Committee to review and propose refinements to the current models.

The Department convened two workgroups to inform their recommendation – one focused on the models in elementary schools and another focused on the SEI Models in secondary schools. These workgroups met in June 2014, and the Department has drafted the following refinements to the SEI Models based on the initial feedback from the workgroups.

The SEI Review Committee is asked to provide feedback on the draft refinements listed below. These proposals, incorporating feedback from this Committee, will be additionally shared with over 200 practitioners at the Practitioners of English Language Learning (PELL) Meeting on September 19, 2014, and through additional modes of outreach before the Department brings a final recommendation to the Committee for consideration.

Secondary Model

The Secondary Working Group met on June 9-10, 2014.

Rationale:

- Provide Arizona's high schools and departmentalized middle schools optional flexibility with the current SEI Models for intermediate ELL students in at least their 2nd year of instruction.
- Reduce parent withdrawals.
- Motivate ELL students to qualify for/achieve the two-hour option.
- Give ELL students more options/access to college and career ready classes.
- Enable ELL students to graduate in a timely manner.

Contact Information:

Kelly Koenig, Deputy Associate Superintendent, Office of English Language Acquisition Services (OELAS)

Carol Lippert, Associate Superintendent, High Academic Standards for Students

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Suggested Refinements:

Provide an option for SEI English Teacher(s) and /or ELL Coordinators to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Low incidence schools are still required to maintain the Individual Language Learner Plan (ILLP) process for the required two hours.

Elementary Model

The Elementary Working Group met on June 2-3, 2014. Separate recommendations are made for first year ELLs and ELLs below the intermediate proficiency level and intermediate students that are in at least their second year.

Integration of the four hour time blocks for first year ELLs and all ELLs below the intermediate proficiency level.

Rationale:

- Provide Arizona's elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for first year ELLs and all ELLs below the intermediate proficiency level.
- Provide the option to integrate domains while continuing ELD instruction.

Suggested Refinements:

Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs below the intermediate proficiency level:

1. ELD instruction using the English Language Proficiency (ELP) standards during two "blocks", totaling 4 hours:
 - a. Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary
 - b. Block 2 - 120 minutes of integrated writing and grammar
2. Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*

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Intermediate Level ELLs in at least their 2nd year

Rationale:

- Provide Arizona's elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for intermediate level ELLs in at least their second year.
- Provide ELLs with the option to receive additional instructional time in content areas outside of the SEI Models.
- Provide ELLs with opportunities to participate in school-wide intervention services.

Suggested Refinements:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.

For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two "blocks", totaling 3 hours:

1. Block 1 - 90 minutes of integrated writing and grammar
2. Block 2 – 90 minutes of integrated reading, oral English conversation and vocabulary

Student Impact

The estimated number of students who would be eligible to participate in flexibility at the elementary and secondary levels:

ELLs in their first year of instruction:

K-6: 22,302

7-12: 4,130

ELLs at the intermediate level in year 2 or more:

K-6: 25,604

7-12: 5,003

Criteria for Measuring Success of the Refinements

The following data would be used annually to measure the success of the proposed refinements:

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- The number of students who reclassify as Fluent English Proficient (FEP).
- The percentage of students who pass the state standardized assessment two years after exit from ELL services.

Recommendation to the Committee

This item is presented to the Committee for information only, and no action is requested.

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Structured English Immersion (SEI)

SEI Model (Secondary) Working Team

June 9th and 10th, 2014

9:00—3:30

1535 W. Jefferson, Phoenix, AZ, 85007 (Room 417)

Meeting Objectives:

1. Provide a vehicle for practitioners who are implementing the SEI Model with fidelity to inform ADE of their experience with the Model
2. Define appropriate, effective, reasonable refinements for ADE to consider in their development of SEI Model refinement recommendations to present to the State Board ELL Task Force Sub-Committee
3. Employ reflective, non-defensive technique and practical tools for defining improvements/refinements, using results from (pre-session) participant survey responses
4. Gain insight/support from peers on what is working, and how best practices may be refined and/or shared across Arizona
5. Create an environment for collegial support, networking and mentoring

Agenda

Day 1

1. Welcome
2. Agenda Review, Meeting Objectives & Ground Rules
3. Introductions & Opening Exercise
4. Communication Styles

BREAK (10:30 - 10:45)

5. Pre-Session Survey Results
6. Recommended Refinements in 1st Category (Dialogue & Problem/Impact)

LUNCH (12:00 – 1:00)

7. Brainstorming
8. Target Analysis
9. Repeat Process for Remaining Prioritized Refinements in 1st Category
 - a. (as far as possible with time remaining)

BREAK (2:30 – 2:45)

10. Conclude Process for 1st Category
11. Session Review/Perceptions of the Process Used Today
 - a. What was beneficial?
 - b. What, if any adjustments should be made for tomorrow's session?
12. Adjourn



Structured English Immersion (SEI)

Agenda (continued)

Day 2

1. Agenda Review, Meeting Objectives & Ground Rules
2. Process Review – Where we were, where we are, where we're going today
3. Complete recommended refinements for the category begun on Day 1
4. Repeat Process for Prioritized Refinements in 2nd Category

BREAK (10:30 - 10:45)

5. Continue Process for Prioritized Refinements in 2nd Category, initiate discussion for 3rd Category

LUNCH (12:00 – 1:00)

6. Continue dialogue, impact statement, brainstorming and target analysis processes for each of the top priority areas

BREAK (2:30 – 2:45)

7. "Next Steps"
8. Applying the Tools
9. Adjourn