

HB 2064

Key Components

*Review and update*

August 2008

# Today's Overview

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- Ground Rules
  - The 4 GIVENS
  
- Brief update on SEI Fund for 2008-2009 and 2009-2010 funding years
  
- Task Force Update
  - Revisions
  - Alternate Models



# GROUND RULES



# GIVENS

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- #1) 4 hours of ELD - as defined in SEI models
- #2) ELL students and non-ELL students are not mixed during the 4 hours of ELD
- #3) Ell students grouped by ELL Proficiency
- #4) Highly Qualified Teacher



# GIVEN #1

## 4 Hours of ELD

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- “*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.



# GIVEN #1

## 4 Hours of ELD

### Time Allocation for **Elementary** Schools

20 hours per week / 10% flexibility

#### 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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# GIVEN #1

## 4 Hours of ELD

### Time Allocation for **Middle & High Schools**

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Students Testing at AZELLA Pre-Emergent & Emergent

20 hours per week / 10% flexibility

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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# GIVEN #1

## 4 Hours of ELD

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### Exception

- ✓ If a middle or high school student tests proficient in reading or writing or both, they can reduce ELD time to 3 or 2 hours based on testing proficient on the sub-test.

*Two approved Alternate Models further expanded this flexibility.*

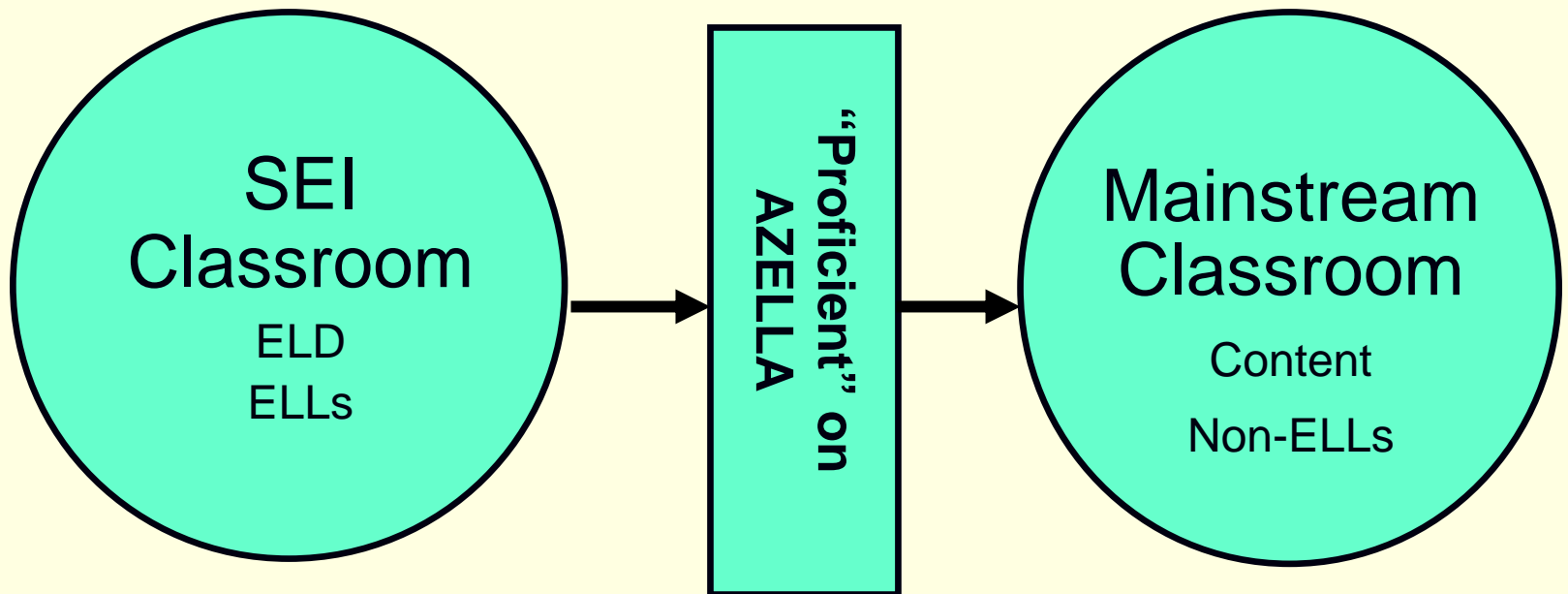




# GIVEN #2

## Not Mixing ELLs and Non-ELLs During 4 Hours of ELD *SEI Classroom v. Mainstream Classroom*

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Entry and exit is based on AZELLA



# GIVEN #3

## Students Grouped by ELL Proficiency

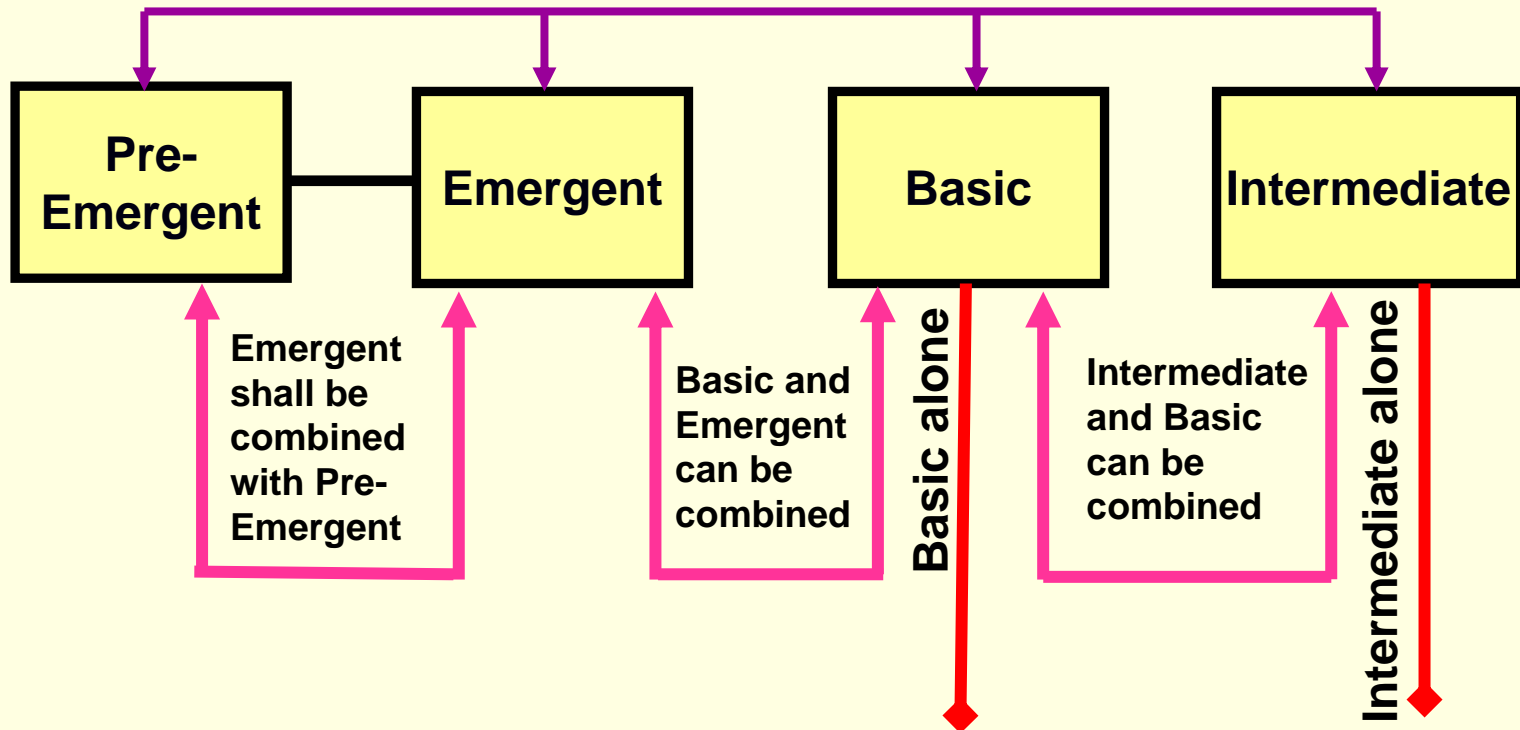
### PRIORITY STRUCTURE

- ✓ 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



# GIVEN #3

## Students Grouped by ELL Proficiency



# GIVEN #4

## Teacher Qualifications

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- Properly Certificated **and**
- Highly Qualified
  - Elementary (K-6)
  - Language Arts or English in Middle School (7 - 8) (also departmentalized 6<sup>th</sup> grade)
  - English in High School (9-12) **and**
- SEI or Bi-lingual or ESL endorsement



# WHEN DOES THIS START?

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School year 2008-2009  
is Year 1 of the SEI Models  
for **ALL**  
ELL students



# MYTH

## The SEI Models Illegally Segregate ELL Students

The policy in Arizona is to learn

# English First

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.”



# SEI FUND

## *The Basics*



# SEI Budget Request Process

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- ✓ Schools, Districts and Charters with ELLs eligible to submit request for funding for Incremental costs for implementing models
- ✓ ADE reviews for accuracy and compliance and submits to Legislature





# SEI FUND

2008-2009

\$40 MILLION distributed beginning 90 days after the end of the legislative session as basic state aid.

2009-2010

Application is fundamentally the same. Class size surveys and incremental teacher worksheets will be sent out. Application opens in September.



# THE SAME AS LAST YEAR

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- LEAs apply through the Common Logon
- ADE Review for Accuracy and Compliance
- Same incremental costs
  - Teacher salaries and benefits
  - Curriculum materials
  - Transportation for staff
  - Training expenses
- Offsets and Attestation required



# NEW THIS YEAR

- Incremental Teacher Calculation
  - New formula (developed w/Auditor General)
  - Pre-populated on the application
- Offsets are pre-populated
- ALL schools must submit to the district
- Model adoption is a separate application
- Better navigation



# SEI Budget Request form

## Model Required Incremental Costs (A)

page 1

### STRUCTURED ENGLISH IMMERSION (SEI) BUDGET REQUEST FORM

A lawsuit involving the funding of the education of English language Learners, Miriam Flores et al., is presently on appeal. Depending on the outcome of that case, the amount of monies available from the State for teaching English Language Learners (ELL) may change.

For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS** form, the "all students" counts are based on the 100th Day Attending ADM Count for the prior school year. For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS**, the English Language Learner counts are based on the previous year data from the SdELL-72 report compiled by the Arizona Department of Education on August 15. There are no exceptions to these data points.

School District or Charter Holder Name _____		CTDS # _____
School Name _____		CTDS # _____
Contact Name _____	E-mail _____	Phone _____
<input type="checkbox"/> School submission		<input type="checkbox"/> School District or Charter Holder's incremental costs submission
<input type="checkbox"/> District or Charter Holder's roll-up summary submission		
<b>(A) MODEL REQUIRED INCREMENTAL COSTS</b>		Incremental Cost
Submitted costs must be compliant with the "cost efficient" requirement of the SEI models stated in 15-756.01 (D). 15-756.01 H: The Task Force shall establish procedures for school districts and charter schools to determine the incremental costs for implementation of the research based models of structured English Immersion developed by the Task Force. 15-756.01 L 2: "Incremental Costs" means costs that are associated with a structured English Immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.		
<b>INSTRUCTION</b>		
1	<b>Incremental Teacher Salaries:</b> Incremental teachers required to meet the English Language Learners (ELL) Task Force model requirements, per ARS § 15-756.01. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by the current statewide average teacher salary from the prior year for each teacher. If a teacher is not on LEA direct contract, the expenses associated with that teacher should be listed on line 3 and not be included on this line or on line 2. Function Code: 1000/Instruction, Object Codes: 6110 & 6150/Salaries	
2	<b>Incremental Teacher Benefits:</b> Benefits for the incremental teachers may include Retirement, Social Security Contributions, Unemployment Insurance, Workers' Compensation and health care coverage. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by 25% of the current statewide average teacher salary for the prior year for each teacher. Function Code: 1000/Instruction, Object Codes: 6210, 6220, 6230, 6240, 6250, 6260, 6270 & 6290/Benefits	\$
3	<b>Teacher Professional Services:</b> <b>For Charter School and contract teachers in lieu of lines 1 and 2.</b> Incremental teaching staff that provide instructional services. If a teacher is on LEA direct contract, the expenses associated with that teacher should be listed on lines 1 and 2 and not included on this line. The costs allowed per teacher, for teacher professional services, must not exceed the statewide average teacher salary plus 25% for benefits. Function Code: 1000 Object Code: 6300	\$
4	<b>EXPLANATION/JUSTIFICATION:</b> [Free Form Text]	
<b>CURRICULUM</b>		
5	<b>Textbooks, Instructional Materials &amp; Assessments:</b> Costs prohibited from being included as incremental costs of implementing the SEI models include capital expenses, facilities costs, and computers. Costs permitted to be included are incremental costs of materials, supply and classroom assessment costs that are for materials used in actual classroom instruction and are:  1.) Required for cost efficient implementation of models and 2.) In addition to the normal costs of providing textbooks, instructional aids, and assessments for English proficient students and 3.) Aligned to K-12 English Proficiency Standards and the DSI.  Classroom assessments are defined as English language proficiency formative assessments, which are to be administered for the purpose of monitoring learning, focusing instruction and providing immediate feedback to the teacher and student during the learning process. Costs for the AZELLA may not be included. Function Code: 1000/Instruction, Object Code: 6642/Text Books; 6643/Instructional aids	\$
6	<b>EXPLANATION/JUSTIFICATION:</b> [Free Form Text]	

Simplified

# SEI Budget Request form Offsets (B)

School District or Charter Holder Name _____		CTDS # _____	
<b>(B) OFFSETS</b> This form is submitted only at the School District or Charter Holder level. For the purpose of <b>this Part B OFFSETS form</b> , except for any noted exceptions, revenue amounts are based on the previous fiscal year. For the purpose of <b>this Part B OFFSETS form</b> the ELL student count required by this form is the count in SAIS (ELLS10-1 report) as of 9/1. The offsets are provided per 15-756.01, "Notwithstanding any other law, the maximum amount of the budget request shall be incremental costs of the models selected offset by the following monies."			
<b>Federal Funds</b>			
<i>NOTE: Any changes made to the pre-populated numbers (report alternate numbers in the field directly below the pre-populated field) requires a justification be submitted on the Offset Variance report Part (D).</i>		<b>Total Funds</b>	<b>ELL population as a % of qualified population</b>
			<b>Offset amount</b>
18	<b>Title I:</b> The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$XXXXXXXX <sup>2</sup>	xx%
19	<b>Title II-A:</b> The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$XXXXXXXX <sup>2</sup>	xx%
20	<b>Title III:</b> All Federal TITLE III monies and any other federal monies designated solely for the educational needs of English Language Learners. (As per ARS § 15-756.01, sub-section I, 1.)	\$XXXXXXXX <sup>2</sup>	100%
21	<b>Impact Aid:</b> The portion of impact aid monies determined by the English language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact aid monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS § 15-756.01, sub-section I, 3.)	\$XXXXXXXXXX	xx% <sup>3</sup>
		\$	\$
<b>Total Federal Fund Offsets</b> (Add lines 18-21)			\$XXXXXXXXXX
<b>State and Local Funds</b>			
23	<b>Desegregation Funding:</b> The portion of desegregation monies levied pursuant to ARS § 15-910 determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 4.)	\$XXXXXXXX	xx% <sup>5</sup>
24	<b>ELL "Group B Weight":</b> The ELL support level weight prescribed in ARS § 15-943. (As per ARS § 15-756.01, sub-section I, 5.)	\$XXXXXXXX <sup>4</sup>	100%
		\$	\$
<b>Total State and Local Funding Offsets</b> (Add lines 23 & 24)			\$XXXXXXXXXX
<b>(C) BUDGET REQUEST</b> 15-756.01 J. The difference calculated pursuant to subsection I of this section shall be the maximum amount of the Structured English Immersion budget request pursuant to section 15-756.03 for monies from the Arizona structured English Immersion fund established by section 15-756.04. Beginning July 15, 2008, school districts and charter schools shall not include the incremental costs of any pupil who is classified as an English Language Learner after July 1, 2007 and who has been classified as an English Language Learner for more than two years in the calculation of the school district's or charter school's Structured English Immersion budget request. (As per ARS § 15-756.01, sub-section J.)			
26	<b>Total incremental costs of the models</b> (From line 17)		\$
27	<b>Total Federal, State and Local Funding Offsets</b> (Add lines 22 & 25)		\$XXXXXXXXXX
28	<b>Budget Request</b> (Subtract line 27 from line 26)		\$
<b>(C) ALTERNATE BUDGET REQUEST CALCULATION</b>			
29	<b>Total incremental costs of the models</b> (From line 17)		\$
30	<b>Selected Federal, State and Local Funding Offsets</b> (Add lines 21 & 28)		\$
31	<b>Alternate Budget Request Calculation</b> (Subtract line 30 from line 29)		\$

Simplified

Revised

# TASK FORCE UPDATE



# ILLP REVISED

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*The ELL Task Force amended the SEI Models:*

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



# TEACHER QUALIFICATIONS REVISED

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*Unintentionally restrictive teacher qualifications were amended*

- Departmentalized Middle School teachers now must be HQ in English OR Language Arts.
- Non-departmentalized Middle School teachers may be K-8 certified.





# Alternate Model Review Process

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ADE reviews Alternate Models for compliance with the law - 7 key components

1. Four hours of ELD
2. Not mixing ELL and non-ELL students
3. Grouped by proficiency
4. HQ & properly endorsed teacher
5. Research based
6. Proficiency goal of one year/expected outcomes
7. Cost effective



# Alternate Model Review Worksheet

- Elementary, Middle School High School
- AZELLA Level



	Hour 1	Hour 2	Hour 3	Hour 4
Classroom program (ELD, content using SIOP etc.)				
HQ Teacher				
Mixed ELL/Non-ELL				



# ALTERNATE MODEL SAMPLE SUMMARY CHARTS

	High School Alternate Model Intermediate (2+2)		Kindergarten Alternate Model Pre-Emergent / Emergent	
HOUR 4	CONTENT	MIXED	ELD	MIXED
HOUR 3	CONTENT	MIXED	ELD	MIXED
HOUR 2	ELD	NOT MIXED	ELD	MIXED
HOUR 1	ELD	NOT MIXED	ELD	MIXED

	Compliant with the law		Not compliant with the law
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# GLENDALE UNION ALTERNATE MODEL

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## *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

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## *Reading Hour of ELD*

- Basic and Intermediate students
- ELD classroom grouped by ELL proficiency
- Specific ELP language objective using a DSI skill
- Teacher HQ in English/Language Arts by the end of 2009
- Content-based texts
  - Grade appropriate
  - Proficiency appropriate



# OELAS APPROVAL REQUIRED TO USE ALTERNATE MODELS

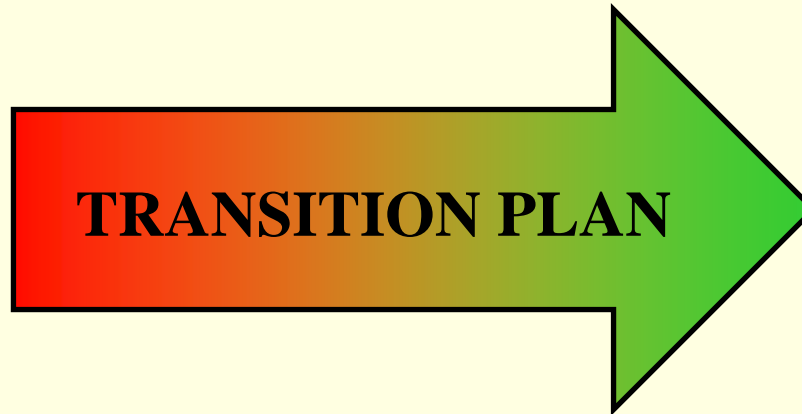
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- In order to use the GLENDALE UNION or PHOENIX UNION models a district must apply to OELAS to demonstrate that they meet the requirements.
- Application form on OELAS Webpage.



# WHAT HAPPENED TO THE REST OF THE ALTERNATE MODELS?

**NOT  
COMPLIANT  
WITH  
THE  
LAW**



**COMPLIANT  
WITH  
THE  
LAW**



# ADDITIONAL Alternate Models for 2008-09?

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The Task Force will continue to review  
Alternate Proposed Models,  
but if it is not already submitted  
LEAs are cautioned that they are

**TOO LATE**

for processing / review / approval / implementation  
in 2008-2009.





# WHAT'S NEXT?

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- Report on Model compliance and implementation
- Evaluate program effectiveness
- Collect best practices
- Review and revise Models



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# QUESTIONS?

