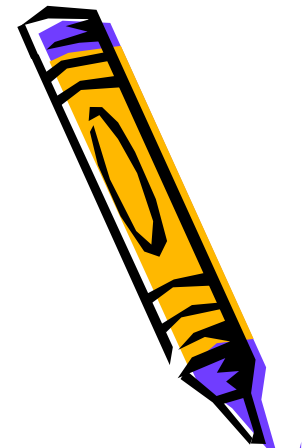


The
Monitoring
Process



State & Federal Funding



State Funding:

- ADM.*
- Group B Weight.
- SEI* Model Funding.
- Compensatory Instruction.

Federal Funding:

- Title III - Fiscal Application.

**ADM = Average Daily Membership*

**SEI = Structured English Immersion*



Why We Monitor?

- Compliance regarding Federal statutes: (NCLB* Section 3001 - 3304). (Title III)
- Compliance regarding State statutes: (A.R.S.* 15-751 - 756.12). (HB* 2064/Task Force/SEI Models)
- Compliance regarding State Board Rule (Administrative law): (R7-2-306 and R7-2-613.J).
- Review ELL* programs
 - Analyze programmatic effectiveness, to include prior year's data.
- Assessment of 300 ELL students (random sample)
 - Alphabet letters (random order) (30 seconds or less).
 - 30 single-syllable words (random) (1 minute or less).

**NCLB = No Child Left Behind*

**A.R.S. = Arizona Revised Statutes*

**HB = House Bill*

**ELL = English Language Learner*



District Selection...

Board Rule R7-2-306 (Flores Consent) (prior years)
A.R.S. 15-756.08 (HB 2064) (effective 9/21/06)

Minimum Requirements: completed annually

- The **top 50 LEAs*** with the highest # of ELLs will be monitored every 4 years. The top 50 were divided in 2003-2004 into a 4-year cycle.
- **At least: 12 LEAs** chosen from the top 50 LEAs with the **largest number** of English Language Learners (ELLs). **(Category 1)**
- **At least: 10 LEAs** that are **not included** in the top 50 LEAs described above. **(Category 2)**
- **At least: 10 LEAs** that are **not required to provide instruction** for English language learners (ELLs) for a majority of their grade levels. LEAs that report 25 or fewer ELLs. **(Category 3)**

▶ *ELL Counts are from SAIS**

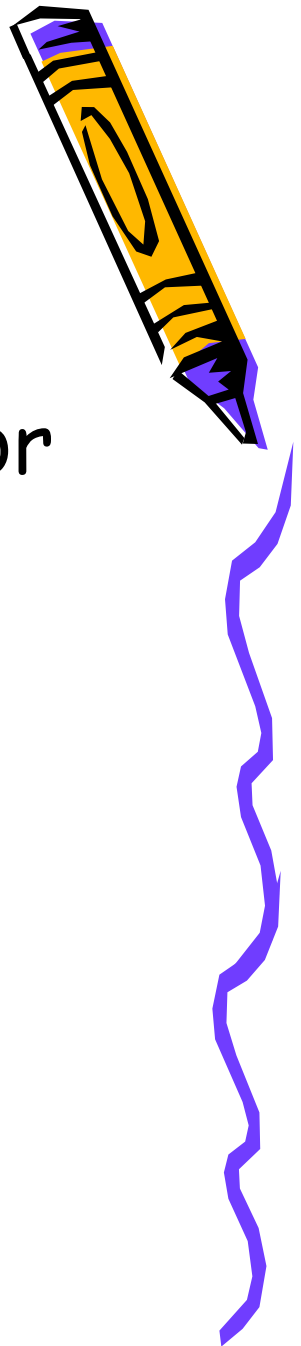
**LEA = Local Education Agency (District or Charter)*

**SAIS = Student Accountability Information System*



+ Additional Criteria...

- Corrective Action status from prior monitoring visits.
- LEA Improvement status.
- Alternate Model Districts.
- Districts already implementing an SEI Model.



Communication Process



➤ Beginning of school year

- General letter to ALL districts (advising LEAs regarding monitoring process and accountability requirements).
- Regional trainings regarding monitoring process.
- Prior notification letters to selected districts for on-site monitoring visits: by semester.
- Advance requirements for desk audits: school's master schedule; ELL class rosters; sample ELD lesson plans.
- Enclosures of items needed for on-site visitation: district and school monitoring notebooks, district and school maps, bell schedules, sample lesson plans and a designated work area for ADE* monitoring staff.



** ADE = Arizona Department of Education*



Select OELAS* Monitoring Teams



- Team members selected to complete and/or assist the desk audit process.
- Team members selected for on-site visitation
 - Size of district (# of schools).
 - Location of district.



**OELAS = Office of English Language Acquisition Services*



Desk Audit Process

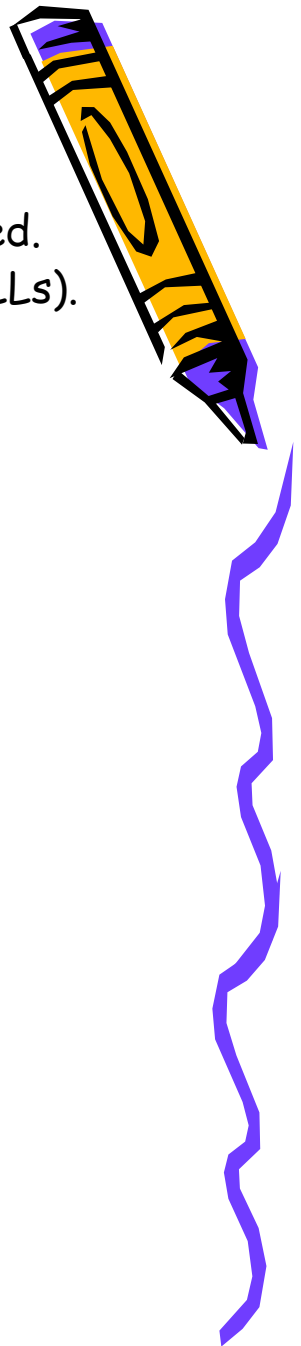
- **Desk auditor reviews/analyzes compilations of documentation:**
 - SEI Budget and Model adoption documentation.
 - Master schedules for schools, with SEI classrooms identified.
 - Classroom rosters: (include teacher ID* for classes with ELLs).
 - Teacher qualifications (research and record).
 - **AZELLA*** scores for students.
 - **AIMS*** data
 - Student progress on AIMS.
 - 2-Year academic achievement.
 - **AMAO*** information
 - % of progress (14%).
 - % of reclassification (14%).
 - ELL Subgroup's AIMS data (FFB; App.; Meet; Exceeds).
- **Review utilization of funding for ELLs (Title III; Compensatory Instruction; Title I; and SEI Budget).**
- **Review Title I NCLB Consolidated/Cycle 6 Plans.**
- **LEA Improvement status.**
- **Compensatory Instruction programs.**
- **Tracking system regarding an LEA's monitoring history.**

**ID = Identification*

**AZELLA = Arizona English Language Learner Assessment*

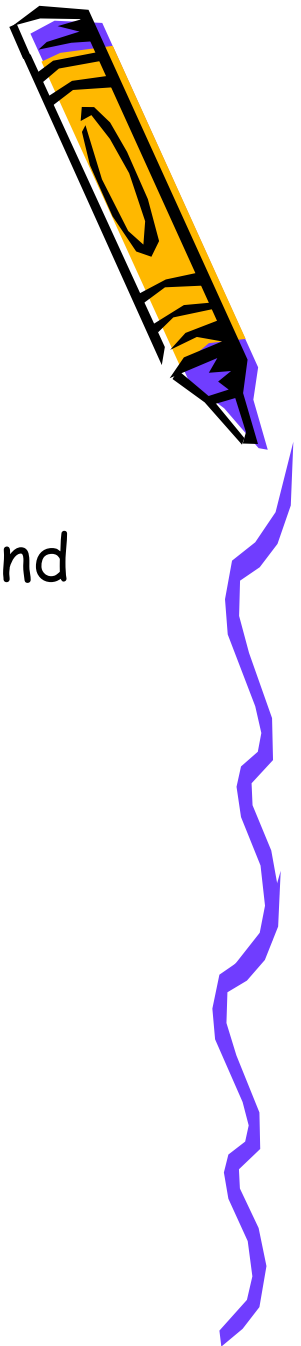
**AIMS = Arizona's Instrument to Measure Success*

**AMAO = Annual Measurable Achievement Objectives*



Prior LEA Review

- **Geographic location of LEA.**
- **Size of district**
 - How many schools?
 - Grade spans? Elementary; Middle; and High.
- **Student population**
 - Total student population.
 - ELL student count.
 - % of ELL students.
- **Determine length of on-site visitation.**



Choosing the School Sites...

- High # of ELLs.
- Low # of ELLs (ILLP* implementation).
- SAIS data inconsistencies.
- School "AZ Learns" label; AYP* label; and AMAO determination.
- LEA/School Improvement status.
- Dual-language/bilingual programs.
- Exemplary programs (i.e., literacy, reading, etc.).
- High # of Emergency Teacher Certificates.
- Questions/concerns with NCLB plans (Title III portions).
- Questions/concerns with Title III Fiscal applications.
- Written complaints received.

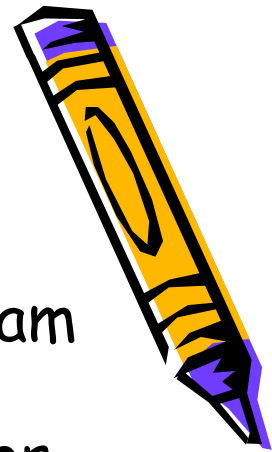
**ILLP = Individual Language Learner Plan*

**AYP = Annual Yearly Progress*



Other Considerations...

- Highly Qualified teachers in SEI, Mainstream and bilingual classrooms.
- Teachers with appropriate endorsements for ELL classrooms.
- Highly Qualified paraprofessionals
 - Paraprofessionals should assist instructors inside classrooms in small groups/one-on-one. (close proximity).
- Teacher and paraprofessional English fluency
 - Pronunciation, enunciation and grammar should be accurate and appropriate.
- School/district activities and/or programs designed to **involve parents of ELLs**
 - Adult ELL classes; parental literacy nights; homework help-lines and support services; etc.



On-Site Visitation

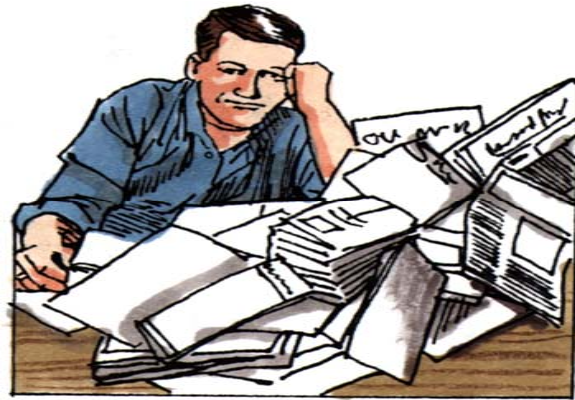
- Classroom observations
 - SEI (ELD*) classroom observations.
 - Bilingual/Dual Language classroom observations.
 - Mainstream with ILLP students.
- Teacher Interviews.
- Administrative Interview (exit interview with district personnel upon completion of LEA program analysis).

**ELD = English Language Development*



File Review Process

- Student Cumulative Files.
- Student ELL Files.



Review of Cumulative Files:

- ALL - files will be strategically and systematically reviewed:
- SAIS ID #
- Enrollment form.
- Home Language Survey Form.
 - Both forms are reviewed to ensure that students are being identified as PHLOTE.*
 - Review: languages, dates & signatures.
- Standardized Assessments; District Assessments; Report Cards; Progress Reports.

**PHLOTE = Primary Home Language Other Than English*



Student ELL File Review

- The ELL file review will proportionally represent all programs at the school site.
- ELL Student File Review
 - Initial and annual English language proficiency assessments.
 - Annual Parent Notification of student proficiency level and program placement.
 - Waiver Documentation (if applicable).
 - Parent Withdrawal form (if applicable).
 - Reclassification Notification (from LEP* to FEP*)
 - 2-Year Monitoring Form.
 - WICP.*

**LEP = Limited English Proficient*

**FEP = Fluent English Proficient*

**WICP = Written Individualized Compensatory Plan*



Post On-Site Visitation Review

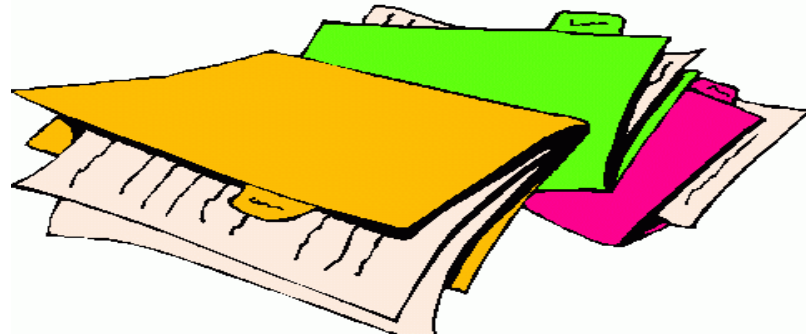
- Review all classroom observation sheets.
- Review cumulative and ELL file checklists.
- Review teacher interviews.
- Review ELL program data.

(This determines school and district ELL program effectiveness)



Cumulative Reporting

- Year End Summary Reports: by school, by district, and by state.
- Compliance Report.
- Program Effectiveness Report.
- Student Achievement Report.



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