

English Immersion Studies (EIS) Update

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What is the purpose of this presentation?

- Provide the Board with an overview of EIS program evaluation and modifications that began in January 2007;
- Train the Board on the new ELL models required by the ADE for the 2008-09 school year and seek Board approval of these models for implementation and budget consideration;
- Provide the Board with information regarding the implications and impact of the new ELL models on the District

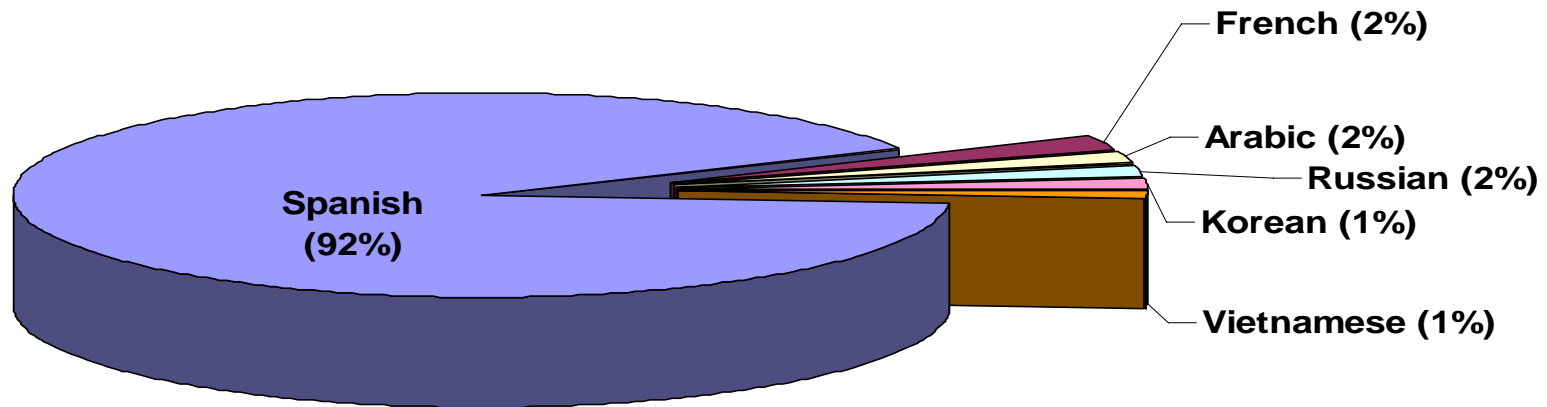


Diversity in SUSD for 2007-08

- Over 70 languages represented within the District
- Over 40 countries represented
- Population of ELL students is impacted by:
 - AZ Politics
 - Economics/Employment
 - Housing
 - Global movement of Refugees and Adoptions

Most Common Languages in SUSD

**Top Six Most Common Languages for 2007-2008
(not necessarily all students identified as ELL)**





What has been done?

- Desegregation budget analysis
- Enrollment analysis
- ELL student achievement analysis
- Lead to the determination of urgency to meet the needs of our ELL population



Guiding Principles for EIS Department

Mission Statement:

The mission of the Scottsdale Unified School District's English Immersion Studies Program is to empower children and families of all cultures to achieve academic success and personal growth.

Goals:

- To seek active partnerships with families and provide access to resources.
- To ensure that administrators, teachers and staff are trained in effective strategies for diverse learners.
- To have high expectations for all students.



EIS Program Components

- Direct Instruction for English Language Learners
- Newcomer Program(s)
- Parental Involvement and Home Language translations
- Native American Education- not all students are ELL
- Structured English Immersion (SEI) Training
- Textbooks and Computers
- Title III LEP Grant
- Compensatory Instruction Grant- Tutoring Grant
- Refugee Impact Grant- not all students are ELL
- SEI Reimbursement Grant- Teacher Endorsement Training
- Gifted Testing & Identification of ELL/PHLOTE & Minority Students
- Gifted/Enrichment Program at Title I Schools



Overview of Funding Sources

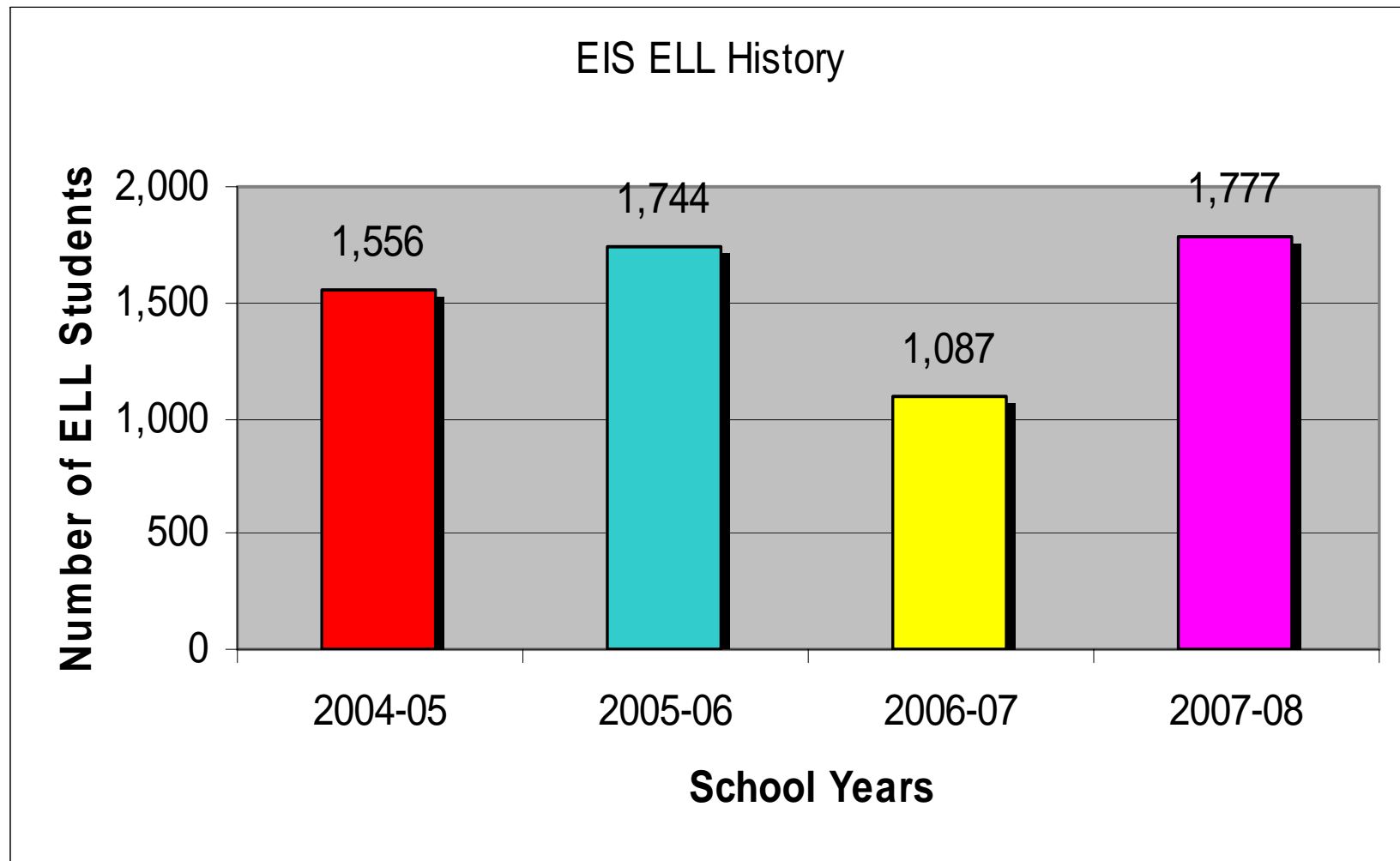
- Desegregation Funding
 - \$6,887,507 for 2005
 - \$6,720,117 for 2006
 - \$7,037,422 for 2007
- Title III Funding (2007-08)
 - \$213,791
- Compensatory Education (2007-08)
 - \$224,144.64
- Refugee Grant (2007-08)
 - \$37,246.50
- Total 2007-08 Budget:
 - \$7, 512,605



Program and Budget Analysis

- Began evaluating the EIS programming and expenditures in summer 2007
- Consolidation of positions and vacancy savings resulted in the ability to move more funding closer to students
 - Initial savings of \$53,000
- Budget reallocation of additional resources
 - Proposed decreases in administrative FTE positions to support classroom instruction and professional development- estimated savings of \$130,000
- Data driven
 - Evaluated the effectiveness of budget expenditures and student achievement on AIMS, Title III AMAOs and AYP at each campus

Enrollment Trends

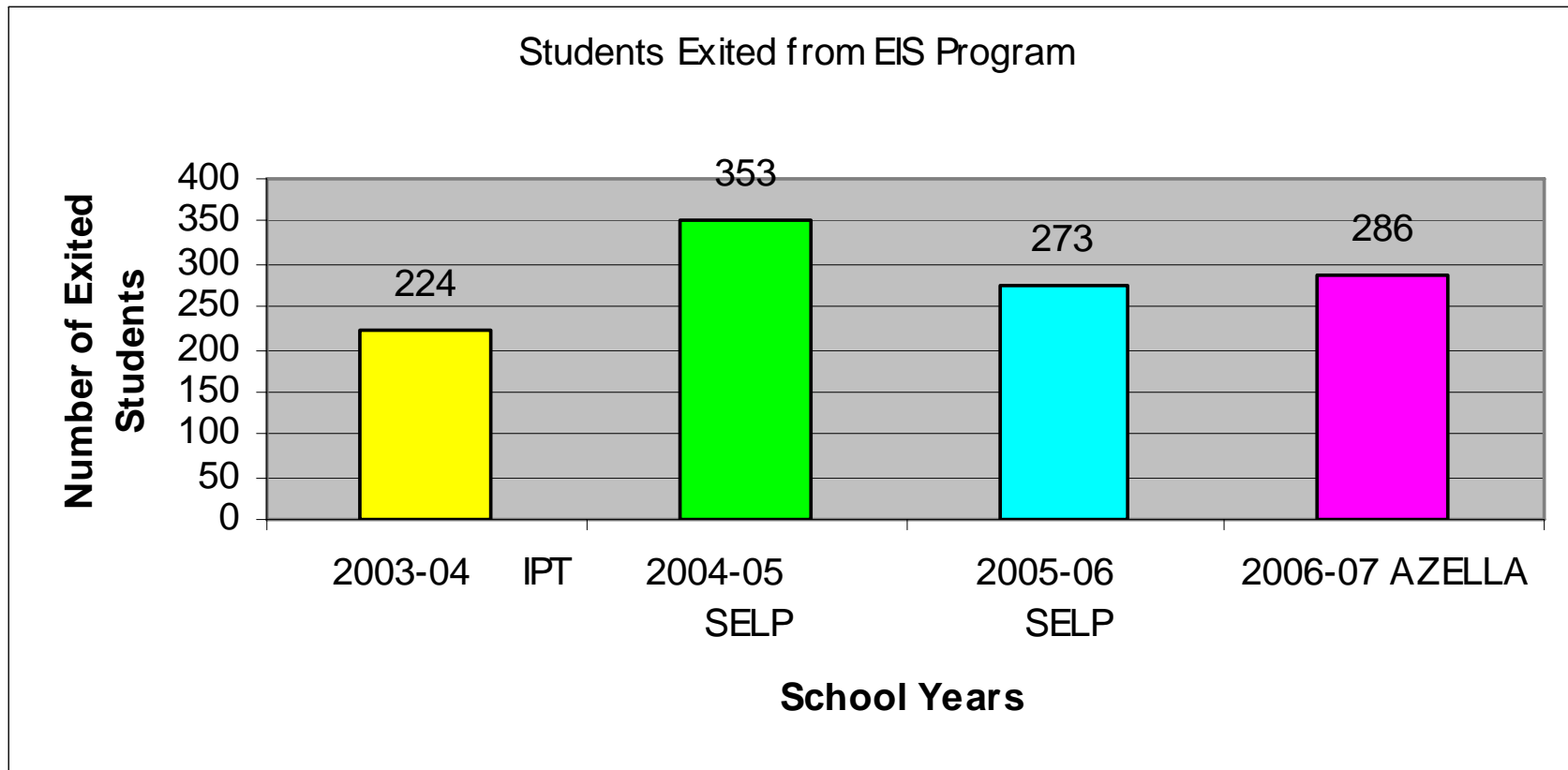




Student Achievement Analysis

- Evaluation of longitudinal results of our ELL population:
 - AIMS
 - AYP determinations for District
 - Title III determinations for District
 - Reclassification (AZELLA)
 - Students making English Language progress (AZELLA)
 - Students making progress on AIMS
- Comparison of these results to District Desegregation spending

ELL Language Proficiency Rates





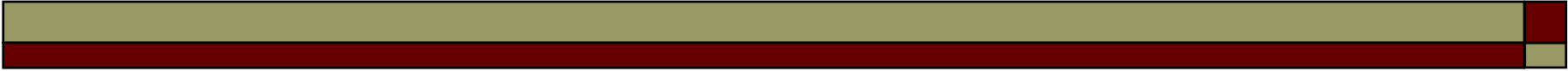
Meeting the Needs of Our ELL Students

- The District will be implementing program enhancements to begin immediately (remainder of the 2007-08 school year).
- The District will be implementing additional program enhancements for the 2008-09 year in addition to adopting the requirements of the ADE models for ELD instruction.
- The focus of these enhancements will be to:
 - Reallocate resources to students and teachers to increase student achievement.
 - To provide more support to teachers through professional development opportunities and coaching.



EIS Statement of Urgency

- The Scottsdale Unified School District has enjoyed the ability to have programming on each campus to serve English Language Learners (ELL) with variable degrees of success.
- As part of our commitment to continuous quality improvement the District began to evaluate the current program design of the EIS Department. It was determined that program enhancements were needed to meet the needs of our ELL students.
- In order to implement program enhancements as well as the new ELL models, there is an increased urgency to evaluate the use of District resources to assure that the resources used translate to increased English proficiency and increased academic achievement of our ELL population.
- The Scottsdale Unified School District and its Governing Board is committed to providing exceptional educational opportunities for all students.



Overview of Program Enhancements for 2007-08 and 2008-09

- Support to teachers and schools:
 - Directly impacting classroom instruction
 - Providing additional support for AZELLA assessments
 - Creating opportunities for teacher collaboration
 - Communication



Understanding House Bill 2064-

(materials adapted from the ADE)

Elements and LEA Requirements:

- Requires the Superintendent to establish a process to assess English proficiency (A.R.S. §15-756)
- Requires annual AZELLA (re)assessment (A.R.S. §15-756.05, §15-756.06)
- Reassess proficient ELL students for two (2) years (A.R.S. §15-756)
- Add the results of AZELLA to AZ LEARNS profile (A.R.S. §15-241)
- ELL Task Force creates SEI Models (A.R.S. §15-756.01)
SEI Models adopted September 13, 2007
- Each LEA governing board shall select Task Force approved model(s) on a school by school basis (A.R.S. §15-756.02 A)
- Submit annual report to ADE (A.R.S. §15-756.10)
- Annual review and modification of models (A.R.S. §15-756.01)
- District Superintendent or charter operator must sign attestation of alignment of materials to state standards

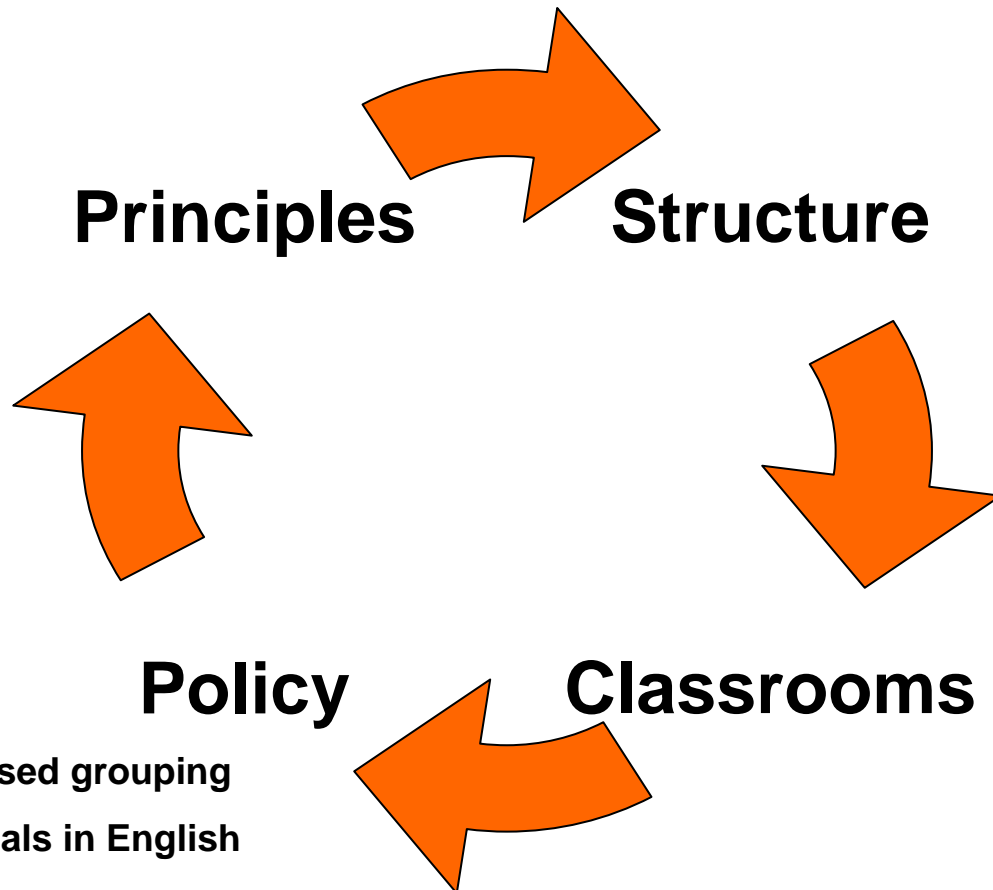
Outcome of Model development process

Key Principles

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

Key Policies

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



Principles

Structure

Policy

Classrooms

Key Structure

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

Classroom Practices

- SEI classes taught in English
- Materials aligned to standards & DSI ¹⁷



Key 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



Key Policies

- Minimum four (4) hours of ELD per day for first year ELL students (A.R.S. §15-756.01 C)
- ELL students may be grouped together by proficiency in a Structured English Immersion (SEI) classroom (A.R.S. §15-752)
- Materials and instruction in English (A.R.S. §15-752)
- Goal is for ELL students to become fluent English proficient in a period “not normally intended to exceed one year” (A.R.S. §15-756.01 C)



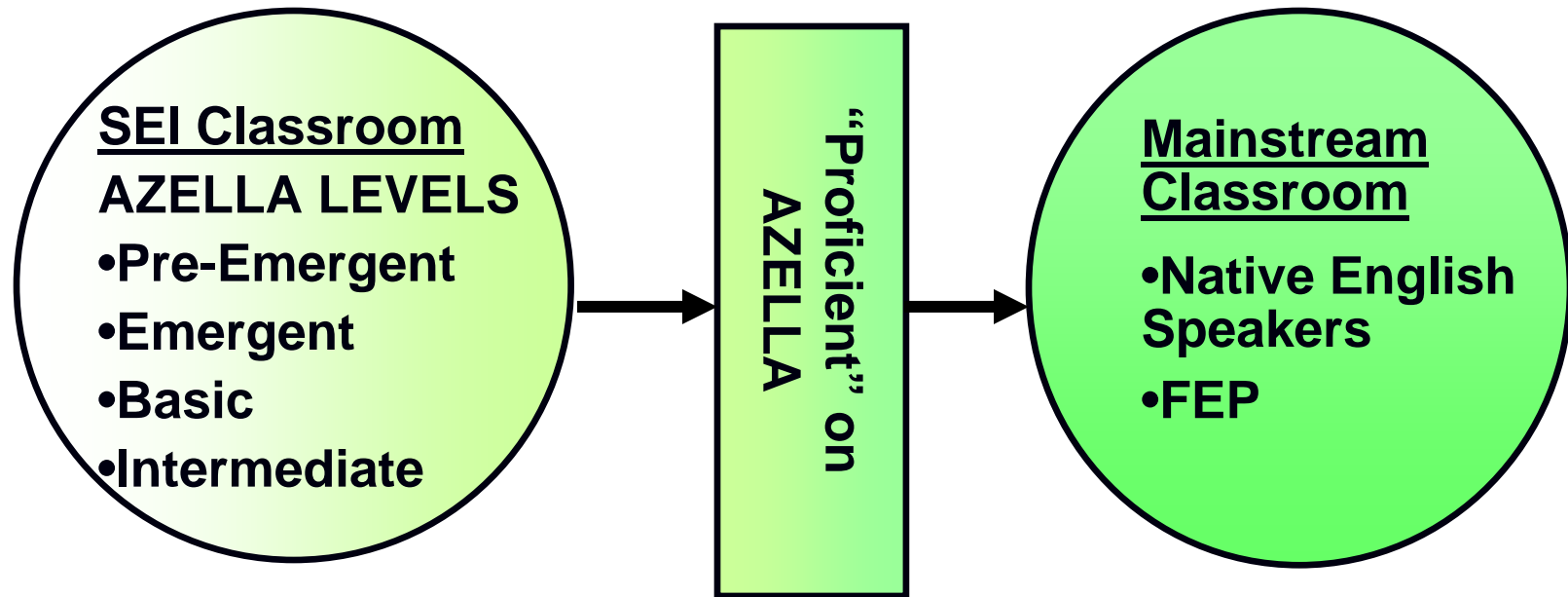
One (1) Year to Proficiency

Task Force charged to produce models that will lead to proficiency in one (1) year

- Demands **PRESCRIPTIVE** models
- Prescriptive curriculum developed in DSI
- Prescriptive time allocations
- Prescriptive class content
- Prescriptive training

SEI Classroom v. Mainstream Classroom

Permeable Membrane



Entry and exit is based on AZELLA



Class Size Standards

- Pre-Emergent and Emergent is 20-23
- Basic and Intermediate is 25-28
- These requirements will have an impact on overall District staffing allocations for schools.
 - The EIS Department will be working with HC and each campus to determine the appropriate staffing to implement the State models.
- Schools with 16 ELLs or less may develop Individual Language Learner Plans (ILLPs)



Language Ability Based Grouping

Primary determinant of grouping is proficiency level:

- “Kindergarten students shall be grouped separately from students in other grades.”

(SEI Models of the Arizona English Language Learner Task Force, June 15, 2007)

- In Elementary Schools
 - Overall proficiency level within grade
 - Overall proficiency level band within grade
 - Overall proficiency level band within grade band



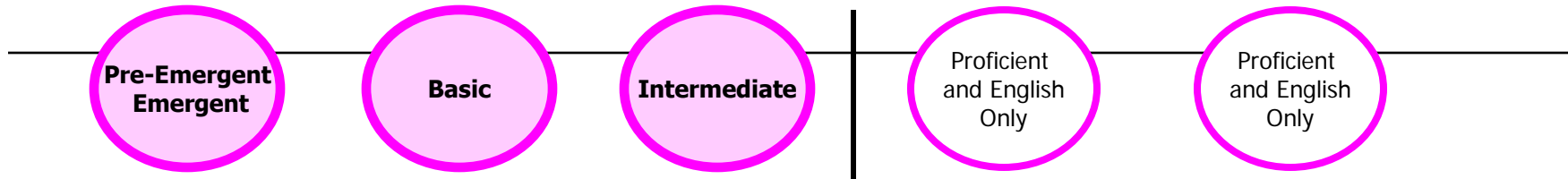
Language Ability Based Grouping

- In Middle/Junior High and High Schools proficiency level is prioritized:
 - Proficiency sub-level within grade
 - Proficiency sub-level within grade band
 - Overall proficiency level within grade
 - Overall proficiency level band within grade
 - Overall proficiency level band within grade band

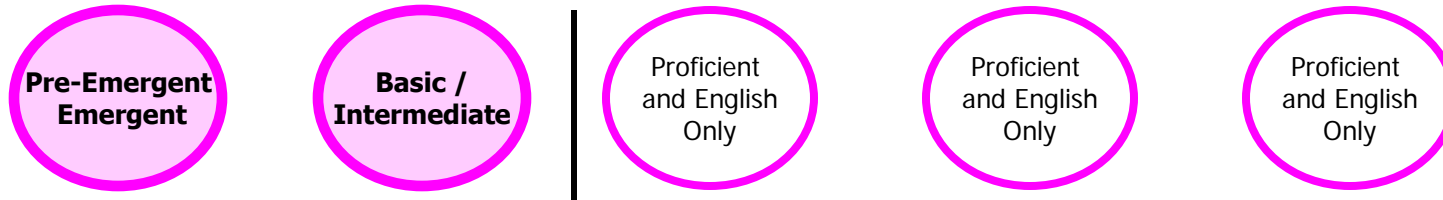
SEI Program Models

Number of students by proficiency level drives the grouping

HIGH ELL INCIDENCE (above 46) Placement by prescribed AZELLA proficiency level: single grade level



MEDIUM ELL INCIDENCE (≈ above 46) Placement by prescribed AZELLA proficiency level: single grade level



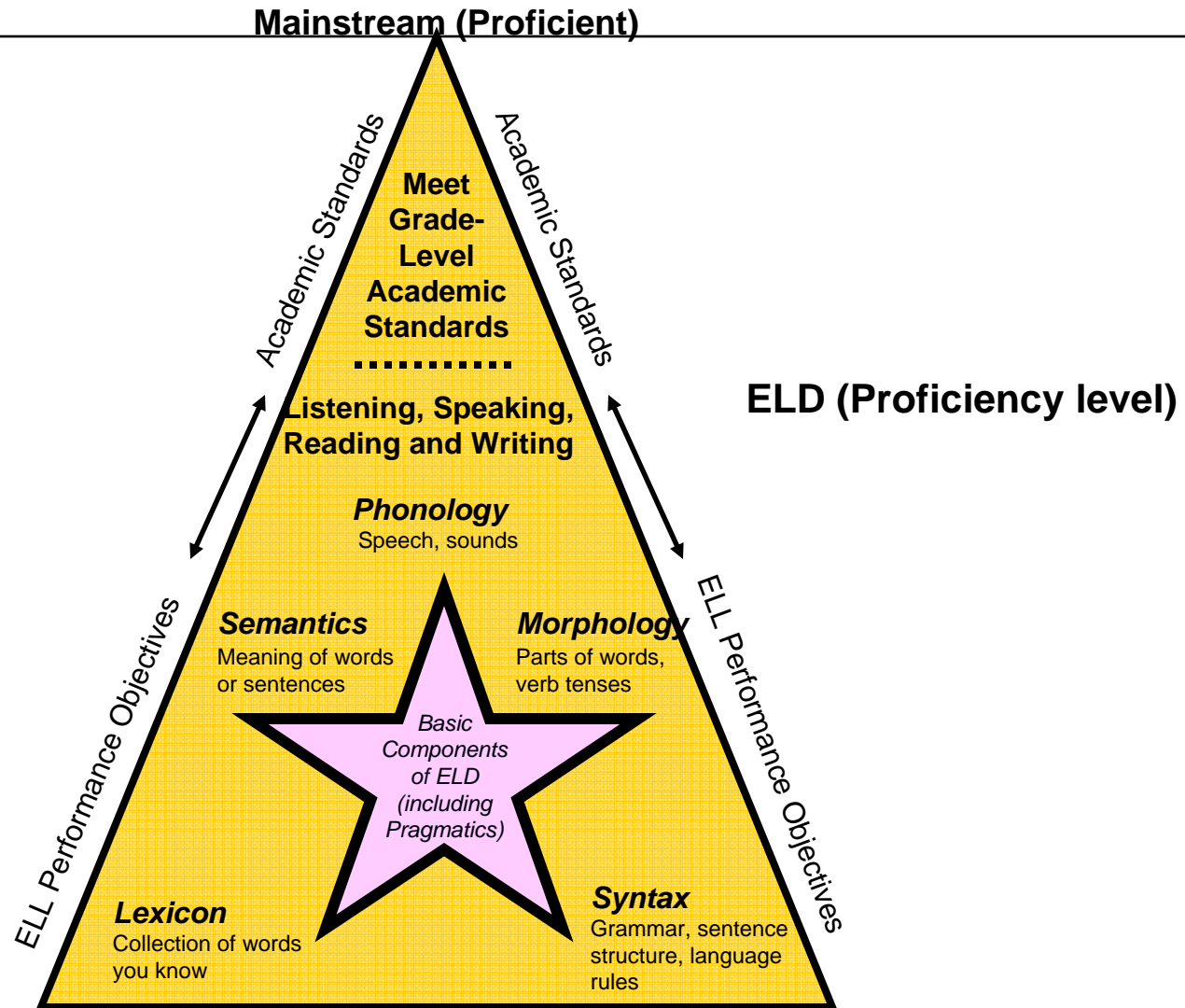
LOW ELL INCIDENCE (≈ 17-46) Placement by prescribed AZELLA proficiency level: multiple grade combined



SUPER LOW ELL INCIDENCE (1-16) Placement by prescribed AZELLA proficiency level: multiple grade combined or ILLP



ELD Paradigm





ELD is the driver

**Academic content is the
vehicle**



ELD and Content

- ELD “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.”

(SEI Models of the Arizona English Language Learner Task Force, June 15, 2007)

- ELD is not a math, science or social studies lesson. Content from academic subjects are the vehicles to help achieve the goal of developing English language.



Teacher Qualifications

- Teacher qualification requirements
 - Standard Elementary or Standard Secondary Teaching Certificate
 - Middle School – Language Arts
 - High School - English
 - Endorsements:
 - ESL or
 - Bilingual or
 - SEI
 - Highly qualified
 - Models require training in SEI Models & DSI

* SUSD has an additional requirement for EIS Resource teachers to complete their reading endorsement by August 2009



Time Allocations

There are 2 exceptions to the four (4) hours:

- Kindergarten ½ day
 - “For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.”
 - (SEI Models of the Arizona English Language Learner Task Force, September 15, 2007)

- Middle School/High School
 - “In their second or subsequent years as an ELL, such students who have scored proficient on the...
 - reading subtest of AZELLA may be excused from the one hour ‘Academic English Reading’ class.
 - writing subtest of AZELLA may be excused from the one hour ‘Academic English Writing and Grammar’ class.”
 - (SEI Models of the Arizona English Language Learner Task Force, September 15, 2007)

- K-6 and K-8 campuses can choose either the elementary or middle school model for time allocations for their 6, 7 or 8th graders.



Time Allocations for Elementary School Levels

10% flexibility

Students Testing at AZELLA Pre-Emergent(30) and Emergent(62)

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 (520)

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.
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Students Testing at AZELLA Intermediate (716)

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.
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Time Allocations for Middle School and High School Levels

20 hours per week / 10% flexibility

Students Testing at AZELLA Pre-Emergent (MS 5) (HS 12)

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 Emergent (MS 7) (HS 9)

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.
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Time Allocations for Middle School and High School Levels

20 hours per week / 10% flexibility

Students Testing at AZELLA **Basic** (MS 31) (HS 56)

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** (MS 131) (HS 195)

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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Implementation and Training

- ADE to train top 20 high ELL count districts in state
- SUSD Administrators begin training Jan. 2008
- EIS Department to provide support to schools throughout spring 2008
- SUSD Teachers begin training with ADE June/Aug. 2008



Implementing Taskforce Models 2008-2009

- Evaluating the impact to the District on:
 - Staffing
 - Budget
 - Student enrollments
- Recommendations by school will be based on:
 - Data
 - Student needs (language proficiency)
 - School needs (staffing, student enrollment, facilities)
 - Budget
 - Successful pilot program models, i.e. Tavan, to be considered



Implications of ELL models for SUSD

- Classroom capacity issues for large populations of ELL students
- Staffing
- Fulfilling Prop 203- neighborhood schools
- AZ LEARNS and AYP accountability- achieving the vision of 33 Excelling Schools
- High School implications:
 - Credits toward graduation
 - Possible increases in drop out rates and decreased graduation rates
- Need for parent/community communication



How are we going to continue our focus on 33 Excelling Schools?

- High expectations and goals for ELL students
- Professional development for all teachers
- Integrating research-based best practices, despite the lack of research in the ELD models
- Support to schools
- Data-driven decision making-evaluating progress



Setting goals for our ELL students

- Expected outcomes of program enhancements:
 - Increased student language proficiency
 - Increased student achievement on AIMS
 - Focused at the school level to meet the needs of all learners
- Goal setting:
 - Expectations set at the State's expectations or higher (AMO)
 - If higher than the State, use of actual 2007 AIMS data as a baseline
 - Use of gap analysis to set goals towards 2010



District designed Professional Development

- Utilizing the training and support from the ADE the District intends to develop ongoing professional development.
- The following aspects will be critical to success:
 - Data driven- based on student achievement/language needs
 - Customization- to meet the needs of students and teachers
 - Designed for all staff
 - Aligned to NSDC standards and District data
 - Ongoing individualized support and coaching
 - Based on best practices
 - Focused on learning for all students
 - Aligned with budget process to reallocate and redistribute³⁹ resources to students and teachers to support learning



Integration of Research Based Best Practices and Professional Development

- Integrating components from the Sheltered Instruction Observation Protocol (SIOP) into professional development supports ELL and FEP learners
- Eight components of SIOP:
 - Preparation- language and content objectives
 - Building background- links to prior learning
 - Comprehensible input- content accessible through clear speech and explanations
 - Strategies- scaffolding and questioning techniques
 - Interaction- grouping configurations to enhance discussion
 - Practice/application- activities that integrate content and language objectives
 - Lesson delivery- student engagement and lesson pacing
 - Review/assessment- focus on content and language objectives, progress and feedback



Use of Assessment Data to Drive Instruction

EIS Department will continue to monitor the progress of ELL students by evaluating:

- AZELLA test results (which determine Title III progress, proficiency & reclassification data)
- DIBELS Assessment Data
- TerraNova test results
- AIMS test results (which determine AYP, AMOs & AMAOs)
- Galileo Benchmark test results