

The End of the Four-Hour Block: What's Next for English Language Learners?"



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SB1014 Implementation

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Session Objective

To provide an overview of SEI Models and guidance for the 2019 -2020 school year. This **high-level** information will help clarify implementation of the new SB1014 legislation.



The slide features a central horizontal band with a light gray background and a dark blue border. The text "Arizona EL Data" is centered within this band. The background of the slide is white with a subtle pattern of light gray diagonal stripes.

Arizona EL Data

EL Student Population

- **Approximate current number of EL students in Arizona = 79,055**
- **Percent of Arizona students who are EL students = 7.14% of all students**

*This data was collected using the AZELLA dataset downloaded September 19, 2018. This dataset was filtered for students who reclassified in the 2017/2018 school year or tested proficient in their placement test. This left a remaining set of **current** EL students. The denominator population value is obtained from the October 1, 2017 enrollment table after filtering students below kindergarten grade level.



Number of ELs by Stage

| ELs by Stages | | |
|---------------|--------------|--------|
| Stages | Grade Band | Number |
| Stage 1 | Kindergarten | 12,674 |
| Stage 2 | Grades 1-2 | 14,854 |
| Stage 3 | Grades 3-5 | 22,777 |
| Stage 4 | Grades 6-8 | 15,397 |
| Stage 5 | Grades 9-12 | 13,353 |

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Percent of ELs by Stage

| Percentage of Arizona EL Students by Stage | |
|--|-----------------------------|
| Stages | Percentage of EL Population |
| Stage 1 | 16% |
| Stage 2 | 19% |
| Stage 3 | 29% |
| Stage 4 | 19% |
| Stage 5 | 17% |

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Number of ELs by Proficiency Level

| Proficiency Level | Description | Number | Percentage |
|---------------------|-------------------------|--------|------------|
| Proficiency Level 1 | Pre-emergent/Emergent | 15,140 | 19% |
| Proficiency Level 2 | Basic/Intermediate(low) | 23,542 | 30% |
| Proficiency Level 3 | Intermediate(high) | 40,036 | 51% |

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Number of Increase/Decrease of ELs Over Previous 5 Years

Table 1: Number of EL Students by year. Including students who reclassified in that year. Not including students who tested proficient on the AZELLA.

| YEAR | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|-------|-------|-------|-------|-------|
| Number of Total EL Students | 85941 | 81415 | 75429 | 81889 | 88315 |
| Number of EL Students excluding reclassified | 63931 | 62112 | 61133 | 73178 | 78674 |
| Number Who Reclassed | 22010 | 19303 | 14296 | 8711 | 9641 |

*Table 1 includes kindergarten students and above. Data was retrieved from the AZELLA datafile and is filtered for students who had a proficient placement test in the school year analyzed.



Interim Progress for Arizona ELs

- The primary objective is to increase the number of students achieving progress toward EL proficiency by 3% per year, from fiscal year (FY) 2018 to FY 2028, for an overall EL growth rate of 60% per year in 2028.
- Including these interim objective growth rates in the following chart allows a direct comparison of recent years, the impact of cut scores changes on growth measurement, and projects the direction the state of Arizona is headed in the coming years.



Achieved and Projected Interim Progress for ELs

| | FY 2016 | FY2017 | FY2018 | 2018 Interim Objective | 2020 Interim Objective | 2022 Interim Objective | 2024 Interim Objective |
|---|---------|--------|--------|------------------------|------------------------|------------------------|------------------------|
| EL students that grew at least one level excluding kindergarten | 42.30% | 31.45% | 33.20% | 30% | 36% | 42% | 48% |
| EL students that grew at least one level including kindergarten | 45.45% | 37.88% | 38.94% | 30% | 36% | 42% | 48% |
| EL students that reclassified as Proficient excluding kindergarten | 19.59% | 9.63% | 10.40% | | | | |
| EL students that reclassified as Proficient including kindergarten | 18.89% | 10.61% | 10.88% | | | | |



Intermediate Students Who did not Progress to Proficient

| Remained intermediate by Grade from 2017 to 2018 | Grade | Percent |
|---|-----------------|----------------|
| | Grade 1 | 58.93% |
| | Grade 2 | 44.53% |
| | Grade 3 | 63.04% |
| | Grade 4 | 72.75% |
| | Grade 5 | 71.55% |
| | Grade 6 | 80.10% |
| | Grade 7 | 83.23% |
| | Grade 8 | 82.95% |
| | Grade 9 | 71.42% |
| | Grade 10 | 70.15% |
| | Grade 11 | 72.17% |
| | Grade 12 | 75.55% |



Biggest Data Take-Away



EL Legislation- SB1014

SB 1014 Overview

- SB 1014 was signed into law by the Governor on 2/14/19.
- It removes the requirement of four hours of Structured English Immersion (SEI) for English learners.
- SB 1014 provides flexibility in the # of minutes for students in grades K-5 and 6-12.
- It requires the State Board of Education (SBE) to adopt and approve research-based models of SEI and alternate models of English instruction.

SB 1014- Overview (continued)

Adopt and approve models that include a minimum amount of English Language Development as follows:

- *120 minutes per day, 600 minutes per week or 360 hours per school year for students in grades K-5*
- *100 minutes per day, 500 minutes per week or 300 hours per school year for students in grades 6-12*

SB 1014- Overview (continued)

- The SBE shall adopt **alternative English instruction models** pursuant to 15-753 that are based on **evidence and research**.
- Pursuant to Section 15-756.02, school districts and charter schools **may submit models of structured English immersion and alternate English instruction to the State Board of Education for approval**.
- Research-based models of structured English immersion adopted and approved by the SBE shall be the most **cost-efficient models that meet all state and federal laws**.

SB 1014- Overview (continued)

- The SBE shall establish a framework to evaluate the models prescribed in this section that are submitted for approval. The SBE shall solicit input from experienced educators. The framework shall ensure that the adopted or approved models meet all of the following criteria:
 1. *Provide coherent instruction aligned with this state's ELPS*
 2. *Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies*
 3. *Include access to complex language content through grade-level textbooks with appropriate supports*
 4. *Include parent engagement strategies*

SB 1014- Implementation Timeline

School Year 2019-2020

- Legislation becomes effective 90 days after the end of the legislative session.
- Implement flexibility in time:
 - Minimum of 120 minutes for grades K-5
 - Minimum of 100 minutes for grades 6-12
- ADE and SBE to collaborate with EL Advisory Council to review research and evidence-based models of language instruction
- SBE and ADE to determine framework and process for submitting alternate models of English instruction in Spring 2020.


SB 1014- Implementation Timeline (continued)

School Year 2020-2021

- SBE and ADE to provide further guidance on research and evidence-based models of Structured English Immersion
- LEAs able to submit alternate models of English instruction to ADE/SBE for approval (Spring 2020 for School Year 2020-2021).
- ADE to implement formal process of data collection regarding LEA models of English instruction.

Do you know SB1014?

From the items below, identify the items that have **NOT CHANGED** as a result of SB1014:

- A. English only materials and instruction for ELs.
- B. Appropriately certified teachers with SEI/ESL/BLE endorsement providing required instruction to ELs.
- C. ELD instruction or ILLP differentiation based on 2010 ELP Standards.
- D. Schools with a low incidence of ELs may still utilize ILLPs.
- E. LEAs must request grouping exceptions for mixed groups.
- F. LEAs will be responsible to meet all federal requirements.
-  G. All of the Above

Do you know SB1014?

Items or tasks that
have **CHANGED** as a result of SB1014:

- Required daily minutes of ELD instruction for ELs.
- Grade spans/levels to qualify for ILLPs.
- Required SEI time allocations.
- Use of the 2014 SEI Refinements.
- Number of language domains assigned to one departmentalized teacher in the secondary setting.



How does SB1014 affect you?





SEI Daily Minutes

2019-2020 SEI Classes

- **LEAs may utilize the following flexibility starting in School Year 2019-2020:**
 - **Minimum of 120 daily minutes for grades K-5**
 - **Minimum of 100 daily minutes for grades 6-12**
- **Specific Elementary and Secondary SEI/ELD time requirements and blocks for 2019-2020.**



Elementary SEI Classes

Grades Kindergarten – 5th

The SEI program must provide 120 minutes of daily English Language Development (ELD) instruction that is governed by the language domains and the English Language Proficiency Standards.

- There are **3 block options** for Elementary SEI/ELD instruction.



Integrated



Elementary Option 1

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- Block 1: 60 minutes of *integrated* reading, listening & speaking, and vocabulary
- Block 2: 60 minutes of *integrated* writing and grammar



Elementary Option 2

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- **Block 1:** 60 minutes of *integrated* reading, writing, and listening & speaking
- **Block 2:** 60 minutes of *focused* instruction in grammar and vocabulary



Compare/Contrast

OPTION 1:

- 60 minutes of *integrated* reading, listening & speaking, and vocabulary
- 60 minutes of *integrated* writing and grammar

OPTION 2:

- 60 minutes of *integrated* reading, writing, and listening & speaking
- 60 minutes of *focused* instruction in grammar and vocabulary

Focused



Elementary Option 3

Option 3: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- **Block 1:** 60 minutes of *integrated* reading and writing
- **Block 2:** 60 minutes of *focused* instruction in grammar, listening & speaking, and vocabulary



Secondary SEI Classes

Grades 6th – 12th

The SEI program provides 100 minutes of daily English Language Development instruction. This instruction is divided into two discrete courses, each bearing a specific title and focus.

Separate block options for SEI/ELD instruction for:

- pre-emergent/emergent/basic ELs
- intermediate ELs



Secondary PE/E/B Option 1

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

- **Block 1:** 50 minutes of *integrated* reading, listening & speaking, and vocabulary
- **Block 2:** 50 minutes of *integrated* writing and grammar

Secondary PE/E/B Option 2

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

- **Block 1:** 50 minutes of *integrated* reading, writing, and listening & speaking
- **Block 2:** 50 minutes of *focused language instruction* in grammar and vocabulary



Secondary Intermediate ELs

Intermediate students shall receive:

- **two blocks, totaling 100 minutes, of ELD instruction with a balanced focus on reading, writing, listening & speaking, grammar, and vocabulary, utilizing the ELP Standards.**



Next Steps for 2019-2020

- **During this school year, ADE and the State Board of Education (SBE) will collaborate with EL experts and stakeholders to review research and evidence-based models of English language instruction.**



Next Steps

- **ADE and SBE will determine frameworks and a process for submitting alternate models of English language instruction.**
- **LEAs will be able to submit alternate models of English instruction in Spring of 2020 for School Year 2020-2021.**

Next Steps for 2020-2021

- LEAs will be permitted to implement **approved models** of alternate English language instruction beginning in **School Year 2020-2021.**





Questions

Resources

OELAS



Office of English Language Acquisition Services

Mission: The Office of English Language Acquisition Services (OELAS), as a critical partner invested in the success of English learners, Migrant students, and Foster and Homeless youth, uses expertise and the cumulative experience of the practitioners in Arizona to guide LEAs, teachers, and families in effective ways to support high student achievement.



Foster Care



Homeless Education



Migrant Education



Quick Links

- AZELLA
- SEL Models

