AMPHITHEATER
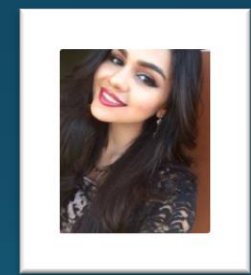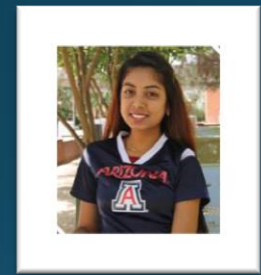## Public Schools

English Language Acquisition Services

Arizona ELL Success Story Winners from Amphitheater Public Schools

Presenter: Jayne Huseby – AZELLA District Testing Coordinator & ELD ISA

August 30, 2016

Overview of our District's English Language Development Program

- During the 2015-2016 school year, we had 872 ELLs in our District. We reclassified 196 students. Reclassification rates have an impact on each school 's A-F rating.

- The majority of our Refugees come from Somalia, Iraq, Sudan and the Congo and primarily attend AHS, AMS , and Prince Elementary

- We have approximately 450 reclassified students who need to be monitored for a two year period. Our ELLs and monitored students are required to take all standardized tests including the AzMerit. How these students perform on the AzMerit has an accountability impact on the District and each school site.

How does the District identify ELLs?
It all starts with the Primary Home Language Other Than English Survey **(PHLOTE)**

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? **English**
2. What is the language most often spoken by the student? **English**
3. What is the language that the student first acquired? **English**

Student Name **John Z. Doe** Student ID _____
Date of Birth **09-01-2003** SAIS ID _____
Parent/Guardian Signature **Jane Doe** Date **08-10-2015**
District or Charter **ABC123 District**
School **123ABC School**

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? **English / Navajo**
2. What is the language most often spoken by the student? **English**
3. What is the language that the student first acquired? **English**

Student Name **John Z. Doe** Student ID **0101xyz**
Date of Birth **10/01/2008** SAIS ID _____
Parent/Guardian Signature **Jane Doe** Date **08/08/2016**
District or Charter **ABC123 District**
School **123ABC School**

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

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What happens next in the ELL identification process?

- If any one of the three questions are answered with a language other than English, our office is notified and we register the student for a placement test, the Arizona English Language Learner Assessment (AZELLA). If the student is coming from another AZ district, then we check the testing history for testing results.

- Next, the AZELLA is administered. If the student is **NOT** proficient, a consent form is sent home notifying the parent that the student is eligible for ELL services.

When is a student no longer considered an ELL?

AZELLA IN ➡ AZELLA OUT

- Once the student is proficient on the AZELLA, that student is considered reclassified with a label of FEP 1 (Fluent English Proficient –First Year Monitoring).

- ELLs are retested each spring to see if they have reached proficiency and to monitor progress.

What specific programs are offered to ELLs?

1) If there are more than 20 students in a three grade span, students will be assigned to 4-Hour Block classes. The classes include **Reading**, **Writing**, **Grammar**, and **Oral English/ Conversation &Vocabulary**. Example: AHS

2) Schools with 20 or fewer ELLs within a three grade span may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Examples: IRHS and CDO

Sample High School 4-Hr Block Lesson Plan for the Writing Domain

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ELD Lesson Plan

School: Amphitheater High School

Teacher:	Ms. Heagle	Class/Time:	Intermediate Writing Period 5	Grade(s):	9-12	ELP Stage(s):	V	Proficiency Level(s):	INT

ELP Performance Indicator(s):

V-W-ST1 Expository LI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion. (math, science, social studies)

V-W-ST3 Pre-Writing LI-1: generating and organizing ideas before writing and maintain a record of ideas (e.g. brainstorming, listing, journaling, webbing, etc.). (math, science, social studies)

V-W-ST3 Pre-Writing HI-3: determining the purpose (e.g., to entertain, to inform, to persuade, to explain) of a writing piece. (science, social studies)

Language Objective(s): We will read and understand the purpose of expository texts. We will generate our ideas in response to a writing prompt. We will organize our ideas before writing a first draft.

| Dates - From: September 24 To: September 30, 2012	Assessments	Resources

Monday:
A. Bell Work - The students will complete an editing activity.
B. The students will read an example of expository writing.
C. The students will determine audience and purpose from the writing.
D. The students will understand the organization of an expository essay
   1. The students will highlight parts of the text
   2. The students will identify parts of an outline by completing the information with a partner.
 	
Closure: What is the purpose of an expository text?
	Bell work
	Highlighted text
	Completed outline
		Example text

Tuesday: A. Bell Work - The students will complete an editing activity. B. Review – The class will review the organization of an expository text by answering questions with a partner and then orally in whole class discussion. C. The students will read an expository writing prompt and determine the audience and purpose of the writing. D. The students will begin to generate ideas and organize their ideas using a graphic organizer. Closure: Where do we find the thesis statement in expository	Bell work Outline of ideas	Writing prompt

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09/2012

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Sample High School ILLP by Subject Written by a Mainstream Teacher

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: A. Student EXAMPLE - HS	*SAIS ID #: 42487654 DOE #, not the Amphi student ID	*AZELLA Composite Result: Intermediate *AZELLA Date: 3/03/2014	
*ILLP Teacher Signature/Date: Signatures/dates needed each quarter from all teachers	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	60 minutes	Teacher A (In this example, a government teacher)	● Yes ○ No	**V-LS-ST2 Delivery of Oral Communications HI-2:** presenting dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression. (math, science, social studies) **V-LS-ST1 Comprehension of Oral Communication HI-7:** offering and justifying opinions and ideas in response to questions and statements in academic discourse. (math, science, social studies) **V-L-ST2 Vocabulary (V) HI-4:** explaining the meaning and usage of grade-specific academic vocabulary and symbols. (math, science, social studies) **V-L-ST2 Vocabulary (V) HI-14:** using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text) to derive meaning of words in context.	10/2015

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How many ELLs are in our high schools?
AHS: 80-100+   CDO: 5-8   IRHS: 4-8

AHS BASIC GRAMMAR CLASS
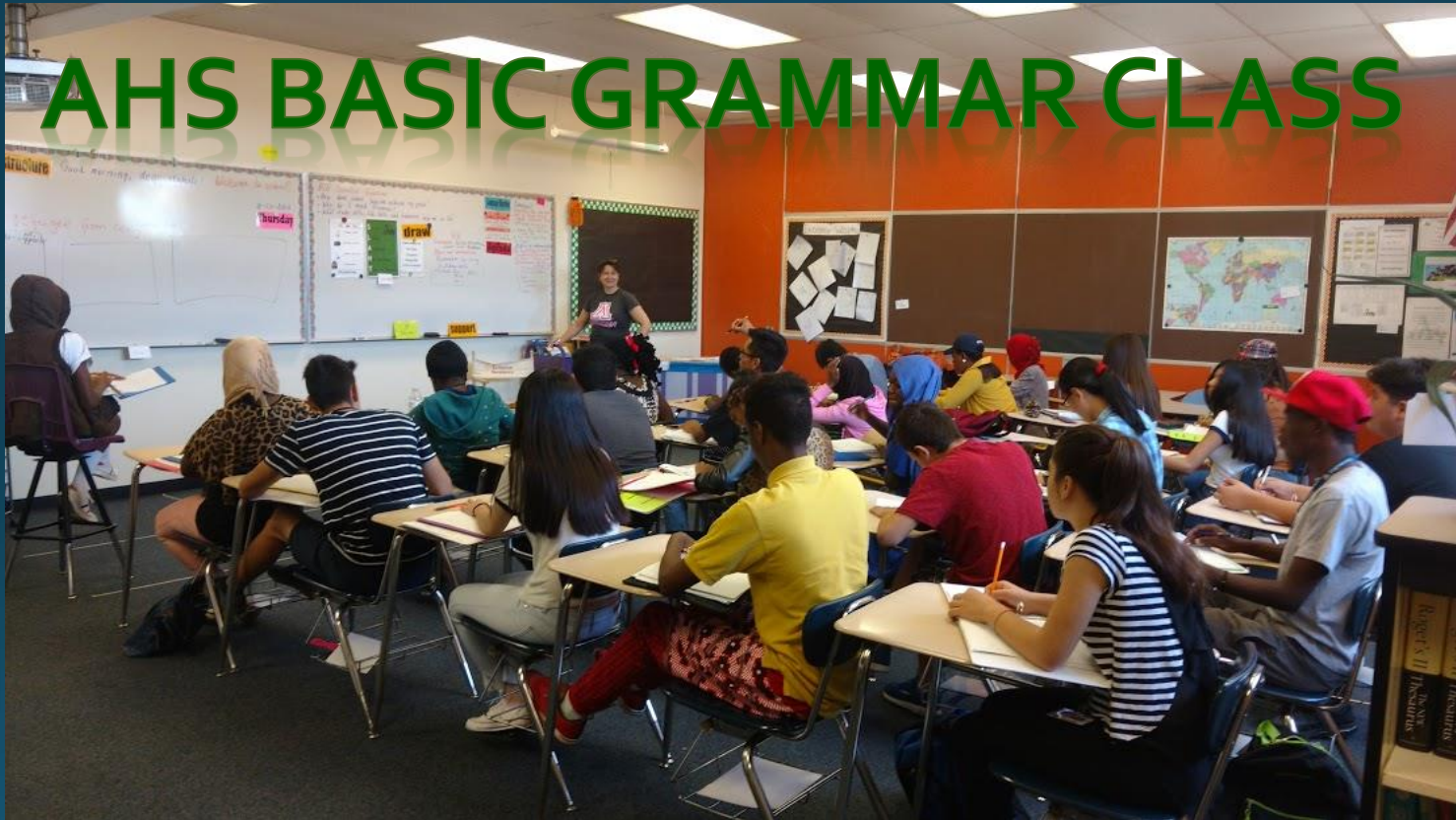
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How are students scheduled?

- AHS: 20 ELL sections of courses are needed to meet the demands of the 4-Hour Block
- CDO & IRHS: 1 ELL dedicated class. Mainstream teachers provide the rest of the requirement

How is the District Monitored for Compliance?

- Every 4 years the District has a 5 Day Monitoring Visit from the Office of English Language Acquisition Services (OELAS).

- The last visit was February 2015. They visited the following schools:

Amphi High School	Amphi MIddle
Coronado K-8	Keeling
Nash	Prince
Rio Vista	Wilson K-8

Passed

What is OELAS looking for when they visit?

1. Evidence that the time allocations are correct for each domain.
2. Evidence that students are enrolled in 4 hours of English Language Development (ELD) or have ILLPs.
3. Evidence that ELP Standards are used in lesson planning
4. Evidence that instruction and materials are in English
5. Evidence that compliance documentation is complete and time deadlines are met.

This presentation does not represent the whole package of services we provide to our District's English language learners. Please hang on to my card and don't hesitate to reach out to me if you have any questions or concerns.

QUESTIONS?

Policy

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)

Arizona law requires materials and subject matter instruction to be in English. (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752)

Arizona law requires English language learners to be grouped together in a structured English immersion setting. (A.R.S. §15-751. Definitions, 5)

Arizona law requires a minimum of four hours per day of English language development during the first year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force; research based models of structured English immersion for English language learners;