

Alternate Model Application

Glendale Union High School Alternate Model A Modification to the Required Four Hours of English Language Development for Students Identified as On-Track to Graduate

Instructions

Use of this Alternate Model requires prior approval from the Arizona Department of Education (ADE). ADE approval is based upon confirmation that the specific criteria stated below have been met.

The application for the use of an Alternate Model is available on the website of the Arizona English Language Learner's Task Force at <http://www.ade.az.gov/oelas/> or by contacting the Arizona Department of Education (ADE), Office of English Language Acquisition Services (OELAS) at (602) 542-0753.

School districts and charter schools must apply for, and receive approval, prior to implementing this Alternate Model. Applications shall include a completed cover page, all required attachments, the signature of the School District Superintendent or Charter School Holder, and the date of submission.

The application shall be submitted to the Arizona Department of Education, Office of English Language Acquisition Services, either by mail or as a Word document attachment to an e-mail. Mail submissions shall be sent to:

Alternate Model Application
c/o Arizona Department of Education
Office of English Language Acquisition Services
1535 W. Jefferson Street, Bin #31
Phoenix, Arizona 85007

E-mail with Word attachment to: Alternate.Models@azed.gov

Upon receipt and evaluation of a completed alternate model application, including ALL required attachments, notification shall be sent to the contact person stating whether the requirements for approval have been met.

Per A.R.S. §15-756.08, the program may be monitored by ADE or per §15-756.12, by the Office of the Auditor General.

ALTERNATE PROPOSED PROGRAM FOR ENGLISH LANGUAGE LEARNERS

Required cover page- complete and submit with program narrative

School District or Charter Holder Name	
District CTDS	
Contact Name	
Contact Title	
Contact phone #	
Contact E-mail	
Contact Address	
Schools that program will be applied to (list of schools may be attached):	

Requirements for the use of this alternate model:

- This cover sheet
- Completed ADE Student Participation Worksheet detailing all students receiving SEI instruction utilizing this Alternate Model
- Signature/date

Legal requirements for all SEI programs:

- Children shall be placed in English language classrooms. (15-752)
- All children taught in English using English materials. (15-751, 15-752)
- ELL students shall be educated through Structured English Immersion (SEI).(15-752)
- The period of SEI instruction is temporary - not normally intended to exceed one year. (15-752)
- Students with a similar degree of fluency shall be grouped together. (15-752)
- Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. (15-752)
- Students in their first year classified as an ELL shall receive four hours of ELD daily. (15-756.01)
- Entry and exit from the program is based on AZELLA score. (15-756)
- Models shall be cost effective. (15-756.01)

School District Superintendent/Charter School Principal (signature)

Date

Glendale High School Alternate Model

All provisions of the Structured English Immersion ELD Models apply with the exception limited to the section entitled, *“Middle Grades and High School Scheduling and Time Allocations.”*

Students that meet ALL the criteria listed below may be exempted from one or two hours of ELD.

Eligibility Requirements for Student Participation in the Alternate Model

Student meets all of the following criteria:

1. Student has been enrolled in Arizona schools for at least two years.
2. Student is a junior or senior.
3. Student is an ELL at the Intermediate level on AZELLA (composite score).
4. Student has achieved a score of “Approaches,” “Meets,” or “Exceeds” on AIMS subtests of Reading and Writing. A student who scores “Falls Far Below” on either AIMS subtest of Reading or Writing shall be enrolled in four hours of ELD classes in the following school year.
5. The student’s composite score on the AZELLA indicates a history of improvement from prior composite scores.
6. Student’s transcript evidences that student has earned a grade of “3” (“C” equivalent) in core content classes. The student is understood to be on track to graduate.

Districts that utilize this alternate model will be monitored and evaluated regarding the extent to which they meet the following expected outcomes:

Expected Outcomes:

1. ELLs and Reclassified English Proficient students will earn scores of “Meets or “Exceeds” in all sub-tests of AIMS.
2. ELLs and Reclassified English Proficient students (R-FEPs) will graduate on time with their cohort classes.
3. ELLs will achieve proficiency in English.
4. With an ILLP approach, counselors and ELL teachers will continue to monitor the reclassification and graduation of ELLs and R-FEPs.
5. The need for this partial alternative model will diminish as the effect of successful implementation of the Arizona ELL Task Force Models in elementary school districts is realized.
6. The Partial Alternative Model shall be reviewed annually by evaluating the progress of students by cohort participation. Successful implementation of the Partial Alternative Model shall include evidence that at least 50% of juniors and seniors participating in the Partial Alternative Model achieve reclassification.