

PRACTITIONERS OF ENGLISH LANGUAGE LEARNING (PELL)

Friday, November 2, 2012
East Valley Institute of Technology (EVIT)
1601 West Main Street
Mesa, Arizona 85201
Room: Building 1, Auditorium
Parking: Free
Website: www.evit.com
Phone: 480-461-4000

PELL Meeting Time: 9:00 AM to 12 Noon and 1:30 PM to 3:30 PM

AGENDA

- ❖ Opening
 - Micky Gutier - Education Program Specialist – OELAS
- ❖ Welcome
 - Kathy Hrabluk - Associate Superintendent of the ADE High Academic Standards Division
- ❖ Directive Regarding the AZELLA Resolution Agreement – Training
 - Adela Santa Cruz - Special Assistant to the Deputy Superintendent of Programs and Policy
- ❖ Arizona English Language Learner Assessment (AZELLA) - Update
 - Marlene Johnston – Director of English Language Learner Assessments – ADE Accountability & Assessment Division
- ❖ A - F Letter Grade – ELL Point Criteria – Update
 - Hildie Cohen – OELAS Research Associate – ADE Research and Evaluation Division
- ❖ Monitoring & Title III - Update
 - Kelly Koenig – Director of Monitoring & Title III – OELAS
- ❖ 2012 OELAS Conference – ELLs: Transitioning to Tomorrow
 - December 12-14, 2012 – JW Marriott Starr Pass - Tucson, Arizona
- ❖ Next PELL Meeting – To be determined
- ❖ Question and Answer Session
- ❖ Morning portion of the PELL Meeting will adjourn at 12 Noon
- ❖ Afternoon portion of the PELL meeting will be from 1:30 PM to 3:30 PM
 - Topic: Move On When Reading Connecting the Dots



Resolution Agreement: Directive

**AZELLA
Intervention Services**

**Arizona Department
of
Education**

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Overview

- The Resolution Agreement
- Qualifying Students
- Intervention Services
 - Parent Meetings
 - Parent Consultation Form
- Reporting, Training, and Monitoring
- Questions

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The Resolution Agreement

The Arizona Department of Education (Department) entered into a voluntary resolution agreement (Agreement) with the U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division on August 31, 2012.

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The Resolution Agreement

The Agreement requires the following:

- Local Education Agencies (LEAs) meet with parents of qualifying students by December 15, 2012.
- LEAs and parents or legal guardians jointly determine whether English language support intervention services are needed.
- LEAs begin providing services by December 15, 2012.
- LEAs provide intervention services until the qualifying IFEP or FEP student achieves proficiency in reading and/or writing on AIMS, as applicable.

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Qualifying Students

- Students who qualify for intervention services are those who scored proficient on AZELLA between school years 2007-08 and 2011-12 **AND** lack proficiency in either Reading or Writing on their **MOST RECENT** AZELLA or AIMS (Meets or Exceeds the Standard) tests.
- Students need not lack proficiency in reading and writing to obtain services; a lack of proficiency in either suffices.

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Qualifying Students

- IFEP Students
 - Initially Fluent English Proficient Students
- (R)FEP Students
 - Reclassified Fluent English Proficient Students

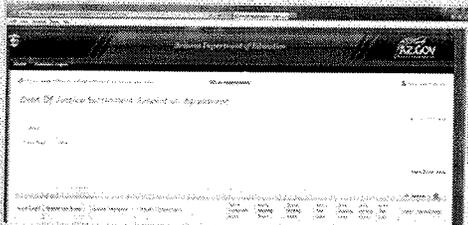
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Qualifying Students

- ADE has generated a list of QUALIFYING STUDENTS for each LEA, disaggregated by school, based on the LEA's most recent upload to SAIS in the current school year.
- The list is available in the OELAS application on Common Logon.

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List of Qualifying Students



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Intervention Services

- The intervention services must be targeted to the student's needs in the domain of reading and/or writing.
- The intervention services must be delivered by a teacher qualified to deliver such services.
- Teachers providing intervention services to these qualifying students must be aware of these students' English language support needs.

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Intervention Services

- The intervention services will begin as soon as possible, but no later than December 15, 2012.
- The parent/guardian may elect to supplement or replace existing intervention services with other intervention services that are part of this Resolution Agreement Directive.
- The LEA will document the intervention services provided for the qualifying students, as well as their effectiveness over time, on an LEA-developed plan.
- This LEA-developed plan will be placed in the student's cumulative file.

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Parent Meetings

- Before December 15, 2012, the LEA must meet with the parents of each qualifying student to determine whether the parent/guardian wishes for the student to receive intervention services; if the parent elects intervention services, the LEA and parent will determine which intervention services will be provided, at this meeting.
- At the elementary school level, a parent/teacher conference will accomplish this requirement.
- At the middle and high school level, the students' guidance counselors may assist in the process of accomplishing the requirements of this directive.

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Parent Meetings

The following must be incorporated into the meeting with the parent/guardian:

- the qualifying student's academic progress, using data including, but not limited to student grades, formative assessments, other standardized tests, teacher recommendations;
- the intervention services that are available in the Agreement;
- any existing intervention services that the LEA is already providing;
- the information provided to parents of qualifying students in a language that the parents understand; and completion of the **Parent Consultation Form**.
- a copy of the Parent Consultation Form will be placed in the qualifying student's cumulative file.

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Questions

Questions may be submitted to the OCRinbox@azed.gov or contact Adela Santa Cruz, Special Assistant to the Deputy Superintendent of Programs and Policy at 602-542-2337.

For information including the Directive, Frequently-Asked Questions, and the Parent Consultation Form please visit www.azed.gov/english-language-learners and click on the [Directive Regarding the AZELLA Resolution Agreement](#).

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AZELLA Update *Highlights*

PELL Meeting
November 2, 2012

Marlene Johnston
Director of English Language Learner Assessments
Arizona Department of Education

Agenda *(Highlights)*

- **Spring 2013 AZELLA Training**
When: Train/Test
How: Get trained NOW! (*through IDEAL website*)
Who: Train/Test (*test ALL K-PHLOTES, ELLS, and FEPs*)
- **New Score Reports coming in May 2013**
Overall Proficiency level – *changing*
Domain Proficiency levels – *changing*
Additional scores – *changing*
Scale Scores - *changing*

Key Dates *for* AZELLA District Test Coordinators

2012

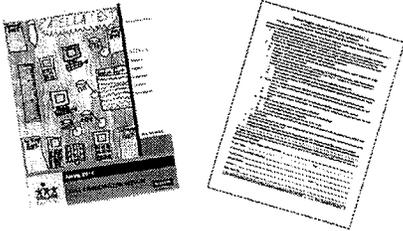
- Nov. 16 - Complete Pre-Test Workshop
- Nov. 26 - Data extracted from SAIS
- Dec. 10 - 14 - Verify test materials order

2013

- Jan. 7 - Test Security Agreement to ADE
- Jan. 8 - Test materials in districts
- Jan. 7 - Feb. 8 - Order additional materials
- Jan. 14 - Feb. 22 - Spring 2013 AZELLA Test Window
- Feb. 28 - Final date to arrange pick-up of test materials

Spring 2013 Training is on IDEAL ... NOW!

<https://www.ideal.azed.gov/p/>



AZELLA District Test Coordinators need to complete training by November 16, 2012.
They will train others and answer questions at their district or charter.

Spring 2013 AZELLA Test Window

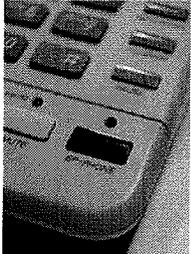


- Time is needed to process, score, and provide data for Standard Setting in early May 2013.
- Student proficiency levels cannot be reported until this process is complete.

Standard Setting is May 6-8, 2013

Speaking test

The Speaking test will be administered via landline speakerphone only!



DO NOT USE A CELL PHONE TO ADMINISTER THE SPEAKING TEST!

ALL Kindergarten PHLOTE Students will be tested with Spring 2013 AZELLA

Because this is the first year of the new Kindergarten Placement Test, all Kindergarten PHLOTES, regardless of their score on the Kindergarten Placement Test, will participate in the Spring 2013 AZELLA annual reassessment.



Some Students Will Take Both AZ-2 and Spring 2013 AZELLA

- Continue testing grades 1-12 students with AZ-2 for PLACEMENT throughout the 2012-2013 school year. (Use Kindergarten Placement Test for K students.)
- If a new student is tested with AZ-2 for PLACEMENT before/during the test window, the Spring 2013 test ALSO needs to be administered for REASSESSMENT.

TEST PURPOSE Reassessment *and* Placement

In an effort to be more consistent with test purpose terminology.....

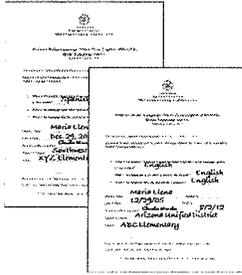
“Reassessment”

Applies only to the Spring annual reassessment per 15-756.05 (A).

“Placement”

- Applies to NEW PHLOTE students
- Students who missed the annual reassessment and are tested to ensure proper placement for ELL program services (likely the following fall).

Do I test a student with contradictory PHLOTE forms?



- Check the SDELL70 Report
- Meet with the parents to reconcile any PHLOTE discrepancies
- If a student is ELL in SAIS, that student continues as ELL until scoring proficient
- Reporting English-English-English alone does not change a qualified ELL student's status

Don't get caught on your 95% tested!

Guidelines for Mid-Year Testing

- Student's most recent AZELLA is Intermediate
- Student is in an SEI classroom
- Student has a portfolio of work that demonstrates English proficiency
- Student is recommended by his/her ELL teacher
- If Proficient the student will be moved to mainstream mid-year
- LEA submit list of participating students to AZELLA@azed.gov by December 14
- Mid-year testing between November 1 and December 14
- Response sheets marked as "Placement"

AZELLA is a summative assessment. Classroom assessments should be used during the school year to monitor student progress.

Score Reports in PearsonAccess

Electronic reports
May 16, 2013

Paper reports
May 28, 2013

Overall proficiency

3 criteria are required to be determined **English proficient**.

Overall proficiency level is no longer determined solely by the AZELLA Composite Score.

Proficient: **Total Combined Score***

Proficient: **Reading Domain**

Proficient: **Writing Domain**

* Formerly called Composite Score

Individual Student Score reports

Student Report
AZELLA
 Arizona English Language Learner Assessment
 Spring 2017
 Student Name: [REDACTED]
 School Name: [REDACTED]

How did Firstname perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL:
 Proficient. The student is able to use the English language to communicate in the classroom and to participate in the activities of the school. The student is able to understand and use the English language to participate in the activities of the school.

Score Report

Domain	Score	Proficiency Level	Interpretation
Reading	40	Proficient	40-50
Writing	40	Proficient	40-50
Speaking	40	Proficient	40-50
Listening	40	Proficient	40-50
Language Acquisition	40	Proficient	40-50
Composite Score	160	Proficient	160-200

A points to the overall proficiency level section. **B** points to the score report table. **C** points to the Reading domain score. **D** points to the Composite Score.

Stages I-V Overall Proficiency Levels reported

Not reported as a scale score!!!

- Proficient
- Intermediate
- Basic
- Pre-Emergent/Emergent

B

Stages I-V
Total Combined
 Score & Proficiency Level reported

(4 digit scale score) (4 proficiency levels)

C D

Stages I-V
Domain and Additional
 Score & Proficiency Levels reported

(3 digit scale score) (3 proficiency levels)

Scores reported
summary

Total Combined Score
Reading
Writing
Listening
Speaking
Language (Conventions and Vocabulary)
Oral (Listening and Speaking)
Comprehension (Reading and Listening)
Literacy (Reading and Writing) reported on student data file, ONLY.

3 criteria

are required to be determined OVERALL

English Proficient

This determination is no longer a single scale score.

Assessment contacts

AZELLA Inbox
Email: AZELLA@azed.gov

Linda Harvey
AZELLA State Test Coordinator
Phone: 602.542.2967
Email: Linda.Harvey@azed.gov

Marlene Johnston
Director of ELL Assessments
Email: Marlene.Johnston@azed.gov

Pearson Client Services Center
Phone: 1.888.705.9421, Option 2
Email: ArizonaTeam@support.pearson.com

Arizona's A-F Letter Grade Accountability System ELL Point Criteria – FY 2013

The A-F Letter Grade system includes a composite score and growth score. The composite score measures an LEA's (District or Charter) academic success in the areas of percent passing on AIMS, ELL reclassification rate, dropout rate and graduation rate. The ELL reclassification rate accounts for the percentage of English Language Learners (ELL) reclassified as fluent English proficient on the Arizona English Language Learner Assessment (AZELLA) during the academic year¹.

An LEA can earn three additional points for ELL reclassification above and beyond the possible 100 from the AIMS percent passing if the LEA meets three criteria. The criteria were based on guidance from the Family Educational Rights and Privacy Act (FERPA), state law and ELL impact data. First, an LEA must have **at least 10 ELL students** enrolled in an ELL program for one or more days during the current fiscal year. Second, an LEA must **test 95% of all students with an ELL need** on the spring 2013 AZELLA. Third, an LEA must **reclassify 30% or more** full academic year (FAY) ELL students as proficient in English. The criteria apply to all school types (i.e., Alternative, K-2, Small, and Traditional) and LEAs.

Criteria for ELL Points (3 or 0)
1. Only LEAs with 10 or more ELL students are evaluated
2. LEAs must test 95% of students with an ELL need on the Spring 2013 AZELLA
3. 30% or more of FAY ELL students across all grades reclassified as proficient

1) Number of ELL students

LEAs must have at least 10 ELL students (FAY and non-FAY) in order to be evaluated for ELL points. This n count helps to ensure that no individual student's test score can be identified in compliance with FERPA. The ELL student belongs to the LEA where the student was last enrolled in an ELL program.

¹ Arizona identifies ELL students by use of the Home Language Survey also known as the Primary Home Language Other Than English (PHLOTE). Once a response on the PHLOTE identifies a student's home language as any other than English, the student is then administered the AZELLA. If the student scores below proficient on the AZELLA and is enrolled in an ELL program for one or more days in the current Fiscal Year, then student is classified as an ELL. ELL students are tested on the AZELLA the first time the student enrolls and completes the PHLOTE and every spring until the student is identified as fluent English proficient and monitored by taking the AZELLA during the spring administration for two years after testing "proficient." For more information on the AZELLA and Arizona's ELL programs, please see <http://www.azed.gov/english-language-learners/>.



An **ELL student** is any student with an ELL need in the current or prior fiscal year and enrolled in an ELL program for one or more days in the current fiscal year.

ELL need is defined as any student with a less than proficient score on AZELLA in the current or prior fiscal year.

ELL program enrollment is defined as any student enrolled in an ELL program (SEI, Bilingual Waiver, ILLP, Withdrawn by parent request in FY 2011, 2012 or 2013) for one or more days in the current fiscal year.²

Students withdrawn due to parent request in fiscal year 2011 or later are included in an LEA's number of ELL students until they score proficient. ELL students withdrawn due to SPED criteria in the current fiscal year only are also included in an LEA's total number of ELL students.

2) 95% Tested on AZELLA

All ELL students must participate in the Spring 2013 AZELLA (see ARS 15-756.05). In order for an LEA to receive ELL points, 95% of all students with an ELL need must be tested on the Spring 2013 AZELLA. LEAs must test all students regardless of ELL program participation (i.e., SEI, Bilingual waiver, ILLP, Withdrawn by parent request, and those students not designated to any of these groups/categories). FEP students are NOT included in the 95% tested criteria.

The Spring 2013 AZELLA testing window is determined by ADE's Assessment Division. For fiscal year 2013, the testing window is January 14 through February 22, 2013. For the 95% tested criteria on AZELLA, LEAs are held accountable for testing only those students enrolled in their school on the first day of the testing window which is January 14, 2013.

Students included in the 95% tested criteria:

- Students with an ELL need in the current or prior Fiscal Year
- ELLAR students re-enrolled in an ELL program in the current or prior Fiscal Year
- Students with an ELL service program withdrawal code of 'Withdrawn by parent request' in FY 2011 or later (until they score proficient)

Please note that of the students included in the 95% tested criteria (see above), students who score proficient on AZELLA prior to the Spring 2013 AZELLA must test again on the Spring 2013 AZELLA.

Students excluded from the 95% tested criteria:

- IFEP
- FEP 1 & 2
- ELLAR students NOT re-enrolled in an ELL program in the current Fiscal Year
- Students with an ELL service program withdrawal code of 'Withdrawn due to SPED criteria' and not re-enrolled in an ELL program

² ELL program enrollment must be entered correctly in SAIS for students to be accurately counted as ELL.

For this calculation, the number of students tested on the Spring 2013 AZELLA is divided by the total number of students **enrolled in the LEA on the first day of the spring testing window.**

95% Tested on AZELLA

$$= \frac{\text{\# of Students Tested on Spring 2013 AZELLA}}{\text{\# of Students with ELL need Enrolled on First Day of Spring AZELLA}}$$

3) **Reclassification Rate**

LEAs must reclassify at least 30% of their FAY ELL students across all grades to receive ELL points. Students with an ELL program code of 'Withdrawn due to SPED criteria' in the current or prior fiscal year are removed from the calculation of reclassification rate.

A FAY ELL student is one who is enrolled in a school during the first 10 days of the school year and remains continuously enrolled until the first date of the Spring 2013 AZELLA testing window.

A school's reclassification rate is the number of FAY ELL students scoring proficient at any time in the current fiscal year divided by the total number of FAY ELL students.

$$\text{Reclassification Rate} = \frac{\text{\# of FAY ELL Students Testing Proficient on AZELLA}}{\text{Total Number of FAY ELL Students}}$$

OELAS Professional Development Evaluation Form

PELL Meeting - EVIT in Mesa - Friday, November 2, 2012

Thank you for completing this evaluation of the session you are now attending. It has been designed to provide feedback to planners and presenters regarding the presentation, content and value of this session. Your feedback will be used to improve the quality of future presentations.

Please rate the following session components	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	N/A
Information was delivered in a clear and concise manner.						
Presenters displayed sound knowledge of the subject presented.						
Presenters were prepared.						
I was satisfied with the quality of materials and/or handouts.						
The presenters allowed ample opportunity for questions and answers.						
The training information presented was relevant.						
The overall quality of the training was excellent.						
Presenters incorporated activities that provided participants opportunities to interact and process information.						
I would recommend this training to my colleagues.						

	Excellent	Good	Adequate	Needs Improvement	Poor	N/A
Please rate your overall satisfaction with this session.						

Please identify at least one thing that we can improve.

What is your plan for implementing what you have learned in this session?

If you wish to be contacted by a member of OELAS staff, please provide your name and information: