

# Practitioners of English Language Learning (PELL)

Friday, September 19, 2014

Black Canyon Conference Center  
9440 North 25<sup>th</sup> Avenue  
Phoenix, Arizona 85021  
8:30 AM – 3:30 PM

## Agenda

- |               |   |
|---------------|---|
| 8:30 – 9:00   | Registration and Breakfast  |
| 9:00 – 10:15  | Informational General Session   |
|               | Opening and Welcome   |
|               | <ul style="list-style-type: none"><li>▪ Micky Gutier - Education Program Specialist - OELAS</li><li>▪ Carol Lippert - Associate Superintendent - High Academic Standards Division</li></ul>                                       |
|               | OELAS Updates   |
|               | <ul style="list-style-type: none"><li>▪ Kelly Koenig - Deputy Associate Superintendent - OELAS<ul style="list-style-type: none"><li>○ USDOE Monitoring Visit - Findings</li><li>○ SEI Models - Review Process</li></ul></li></ul> |
|               | AZELLA Updates  |
|               | <ul style="list-style-type: none"><li>▪ Irene Hunting - Deputy Associate Superintendent - ADE Assessment Section</li></ul>  |
| 10:15 – 10:30 | Break   |
| 10:30 – 11:25 | Breakout Session One  |
| 11:25 – 11:35 | Break   |
| 11:35 – 12:30 | Breakout Session Two  |
| 12:30 – 1:25  | Lunch   |
| 1:30 – 2:25   | Breakout Session Three  |
| 2:25 – 2:35   | Break   |
| 2:35 – 3:30   | Breakout Session Four   |

**Kelly Koenig**

**Deputy Associate Superintendent**

**Arizona Department of Education**

**Office of English Language Acquisition Services**

# United States Department of Education Monitoring Visit

May 19-22, 2014

3 LEA on-site monitoring visits

2 LEA phone/desk monitoring

1 day to interview ADE staff

# Element 1.2 English Language Proficiency (ELP) Assessment

## Finding:

- The ADE has not provided evidence that all of its subgrantees annually assess the English language proficiency of all LEP students in grades K-12.
- The ADE was unable to provide a full explanation of the reasons that these students were not assessed on the AZELLA.

# Element 1.2 English Language Proficiency (ELP) Assessment

## Further action required:

- The ADE must develop and provide to ED a detailed plan and timeline for ensuring that all students identified as LEP and served by Title III are administered the annual ELP assessment.
- The ADE is advised to further refine its data verification procedures so that the SEA can verify reasons for student non-assessment on the AZELLA and follow up with LEAs to identify any patterns of non-assessment.

## Element 1.3 – Annual Measurable Achievement Objectives (AMAOs)

### Finding:

- The ADE did not ensure that all Title III subgrantees separately inform parents of the LEA's failure to meet AMAOs not later than 30 days after such failure occurs.
  - Two subgrantees reviewed sent the AMAO parental notification letters for the 2013-2014 school year more than 30 days after being notified by the ADE of their AMAO status.

## Element 1.3 – Annual Measurable Achievement Objectives (AMAOs)

### Further action required:

- The ADE must develop and implement a plan to ensure that Title III subgrantees that do not meet AMAOs inform parents not later than 30 days after such failure occurs.

## Element 3.2 – LEA Allocations, Reallocations and Carryover

### Finding:

- The ADE did not ensure that subgrantees are in compliance with the two-percent administrative cap under Title III.
- In several LEAs reviewed, administrative positions funded under Title III were not included in the two percent cap. As a result, several LEAs reviewed exceeded the two percent administrative cap.

## Element 3.2 – LEA Allocations, Reallocations, and Carryover

### Further action required:

- The ADE must develop and implement a plan to ensure that Title III subgrantees abide by the two percent administrative cap. The SEA must submit this plan to ED, along with evidence of implementation.

## Element 3.4 – Supplement, Not Supplant

### Finding:

- While ADE does monitor subgrantees and annually review their local plans, the ED team identified numerous incidences of potential supplanting violations during the review, as evidenced by the following:

## Element 3.4 – Supplement, Not Supplant

### Finding:

- One subgrantee spent Title III funds on SEI Liaisons whose major responsibility was keeping other school personnel updated regarding current mandates under State models for language instruction educational programs.

## Element 3.4 – Supplement, Not Supplant

### Finding:

- Another subgrantee spent Title III funds on an English Language Learner (ELL) Specialist. It was not evident that this position was different from or supplemental to the other five ELL Specialists paid for with local funds.

## Element 3.4 – Supplement, Not Supplant

### Finding:

- One subgrantee hired a technology specialist whose position was very general and did not appear to support nor supplement services for ELLs.

## Element 3.4 – Supplement, Not Supplant

### Finding:

- One subgrantee spent Title III funds on translation and interpretation services including training on ethics for interpreters, translation memory software, and two computers used primarily for the translation of general documents.
  - These expenditures supported translation of general information in the LEA, rather than Title III-specific translation activities or supplemental translation above and beyond that is provided by the LEA to all students.

## Element 3.4 – Supplement, Not Supplant

### Further action required:

- The ADE must develop and provide ED with a detailed plan, including a timeline for annually ensuring that Title III subgrantees comply with Title III non-supplanting requirement.
- The SEA's plan should include review of subgrantee plans and budgets; and, in instances where those plans include Title III supplemental staff, the SEA should ensure that these individuals do not provide any services that would have been expended for LEP students in the absence of Title III funding.
- The plan must address how the State will annually ensure that Title III subgrantees comply with the Title III non-supplanting requirement.

# SEI Models: Proposed Refinements

# Elementary

(self-contained)

# Refinements

# Additional Refinement

# Middle/High School

(departmentalized)

# Refinements

**Questions?**