

# AZELLA Updates

**Program changes from letters dated  
March 16, May 2, and June 29, 2016**



**Diane Douglas**  
Superintendent of Public Instruction

**PELL Meeting**  
September 9, 2016

**Irene Hunting**  
Deputy Associate Superintendent  
Assessment

# Program Changes

- **IFEP to ELL-Parent Withdrawal** (March 16<sup>th</sup> letter)
- **Kinder Placement cut score change** (May 2<sup>nd</sup> letter)
- **Stages III–V cut score changes** (June 29<sup>th</sup> letter)



# Program Changes

- ADE agreed to make these changes
- ADE developed the plan to implement these changes
- Changes are focused on
  - What is fair and best for students
  - Local decision making
  - Providing parents with options
  - Minimizing burden on schools



# IFEP to ELL-Parent Withdrawal

## History

- School years 2012-13 and 2013-14:  
all Kinder PHLOTES took both the Kinder Placement Test and the Stage I Reassessment Test.
- If Kinder Placement = Proficient (IFEP) and Stage I Reassessment = Not Proficient, student was offered ELL services.
- If services accepted, the student was ELL.
- If parents declined services, the student was considered IFEP but should have been ELL-Parent Withdrawal.



# IFEP to ELL-Parent Withdrawal

## History

- All ELL-Parent Withdrawal students must have their English proficiency assessed annually
- Missed testing these students after Kindergarten
- English proficiency was assessed in school year 2015-16
  - Grade 2 students:  
administered AZELLA Placement test
  - Grade 3 students:  
administered AzMERIT ELA test  
with possible follow-up AZELLA Placement test in  
school year 2016-17



# IFEP to ELL-Parent Withdrawal

## History

- **1613 Grade 2 students required AZELLA test**
  - 1059 scored Proficient (66%)
  - 400 scored Intermediate (25%)
  - 80 scored Basic (5%)
  - 15 scored Pre-Emergent/Emergent (1%)
  - 59 were not tested (4%)
- **1881 Grade 3 students required AzMERIT ELA test**
  - 70 scored Highly Proficient (4%)
  - 429 scored Proficient (23%)
  - 318 scored Partially Proficient (17%)
  - 1051 scored Minimally Proficient (56%)
  - 13 were not tested (1%)



# IFEP to ELL-Parent Withdrawal

## School Year 2016-17 Actions

- 1613 Grade 2 students (entering Grade 3) required an AZELLA test
  - 1059 scored Proficient (66%) } now RFEPs, no add'l AZELLA
  - 400 scored Intermediate (25%) } ELLs, must
  - 80 scored Basic (5%) } offer services &
  - 15 scored Pre-Emergent/Emergent (1%) } must reassess
  - 59 were not tested (4%) } require AZELLA test at start of school
- ELL services must be offered within the first two weeks of the start of school year 2016-17. Students must be reassessed in the spring.
- AZELLA Placement test must be administered within the first two weeks of the start of school year 2016-17. Students who are not Proficient, must be offered ELL services and reassessed in the spring.



# IFEP to ELL-Parent Withdrawal

## School Year 2016-17 Actions

- 1881 Grade 3 students (entering Grade 4) required an AzMERIT ELA test
  - 70 scored Highly Proficient (4%)
  - 429 scored Proficient (23%)
  - 318 scored Partially Proficient (17%)
  - 1051 scored Minimally Proficient (56%)
  - 13 were not tested (1%)

now RFEPs,  
no add'l AZELLA testing

require AZELLA  
test at start  
of school
- AZELLA Placement test must be administered within the first two weeks of the start of school year 2016-17. Students who are not Proficient, must be offered ELL services and reassessed in the spring.



# Kinder Placement Cut Score Change

## History

- Original Kinder Placement Test standard setting was done in July 2012
- Some evidence that the proficient cut score was too low
- A new Kinder Placement Test standard setting was done in May 2014
- Some evidence that the new cut score was about right
- OCR found fault with the May 2014 standard setting



# Kinder Placement Cut Score Change

## History

- Proficient cut score will go from 245 to 257
- For incoming Kinders, Proficiency rate expected to go from  $\approx 45\%$  to  $\approx 30\%$
- Cut score change retroactive to school year 2014-15
- English proficiency of Kindergarten and Grade 1 IFEPs whose Kinder Placement Test score is no longer considered Proficient required reevaluation



# Kinder Placement Cut Score Change

## History

- ADE identified these students and listed in the “Grade Level Performance Survey” application in ADEConnect
- Schools indicated whether student was performing at/above grade level or below grade level based on
  - Teacher input
  - Report card grades
  - Reading assessments
  - Other information



# Kinder Placement Cut Score Change

## History

- 6743 Kindergarten and Grade 1 IFEP students were included in the Grade Level Performance Survey Application
  - 4707 were identified as performing at/above grade level (70%)
  - 1622 were identified as performing below grade level (24%)
  - 414 were not marked (6%)



# Kinder Placement Cut Score Change

## School Year 2016-17 Actions

- 6743 Kindergarten and Grade 1 IFEP students (entering Grade 1 and Grade 2) were included in the Grade Level Performance Survey Application
    - 4707 were identified as performing at/above grade level (70%)
    - 1622 were identified as performing below grade level (24%)
    - 414 were not marked (6%)
- } Remain IFEPs, no add'l AZELLA
- } Require AZELLA test at start of school
- AZELLA Placement test must be administered within the first two weeks of the start of school year 2016-17. Students who are not Proficient, must be offered ELL services and reassessed in the spring.



# Summary of SY 2016-17 Actions

- **3477 students entering Grades 1 – 4 require an AZELLA Placement test. These students are identified as Group 7 students on the SDELL73 Report.**  
The Placement test should be given within the first two weeks of the start of school. Students who are not Proficient, must be offered ELL services and reassessed in the spring.
- **495 students entering Grade 3 must be offered ELL services based on AZELLA test administered at end of SY 2015-16. These students are identified as Group 1 students on the SDELL73 Report.**  
All of these students, whether ELL services are accepted or not, must be reassessed in the spring.



# Stages III-V Cut Score Change

## History

- Performance of FEP2 students on AzMERIT is not similar to the performance of English-only students.
- New, higher, cut scores for Total Combined, Reading, and Writing for Stages III-V were announced on June 29.
  - Both 2015 and 2016 AzMERIT and AZELLA results were used to inform the new cut scores.
  - New cut scores are intended to make it more likely that FEP2 students will perform like English-only students on AzMERIT.
- New cut scores are retroactive to school year 2012-13.



# Stages III-V Cut Score Change

## School Year 2016-17 Actions

- English proficiency of IFEP and RFEP students whose AZELLA scores are no longer considered Proficient must be reevaluated.
  - This reevaluation will be done by comparing classroom performance to the performance of English-only students.
- Appropriate English language services must be offered to students who are not performing like their English-only peers.
  - Must confer with parents before providing services.



# Stages III-V Cut Score Change

## School Year 2016-17 Actions

- ADE has determined which IFEP and RFEP students have AZELLA scores that are no longer considered Proficient.
- ADE has compared the AzMERIT ELA scores for these students to scores for English-only students.
  - Students scoring at or above the average English-only score are considered to be performing like their English-only peers.
  - Students scoring below the average English-only score require further evaluation. These students are included in the Stages III-V Performance Survey



# Stages III-V Performance Survey

## School Year 2016-17 Actions

Completing the Performance Survey is a one- to three-step process

- 1. Identify student performance.**  
Determine whether student is performing comparably to or below English only peers.
- 2. Enter date of parent contact.**  
If performance is below English only peers, confer with parents and offer appropriate English support services.
- 3. Enter the type of language services provided.**  
If parents agree to services, provide services until student is performing like English-only peers.



# Stages III-V Performance Survey

1



2



3

First Name	Date of Birth	Performance	Next Steps	Parent Contact Date	Language Services
Alexia	08/15/2002	Select Reason...		<input type="text"/>	<input type="text"/>
Crystal	08/27/2003	Select Reason...		<input type="text"/>	<input type="text"/>
Leonel	06/04/2003	Below EO peers	Confer with parents and offer English language support services	8/11/2016	ELL
Adam	06/17/2003	Below EO peers	Confer with parents and offer English language support services	8/12/2016	Special Services
Jareline	04/11/2003	Below EO peers	Confer with parents and offer English language support services	8/15/2016	No Services
Daisy	11/19/2003	Comparable to EO peers	No further action required	<input type="text"/>	<input type="text"/>
Jose	07/13/2004	Comparable to EO peers	No further action required	<input type="text"/>	<input type="text"/>



# Stages III-V Performance Survey

## Step 1 - Identify Student Performance

For each student listed, indicate whether the student's performance is comparable to or below English-only peers based on

- Teacher input,
- Student performance on locally required reading or writing or English language arts assessments,
- Student report card grades in core content areas,
- Any other language-related academic performance information from school year 2015-16.

For FEP students, the two-year monitoring form is a good resource for this purpose.



# Stages III-V Performance Survey

## Step 2 - Enter date of parent contact

For each student identified as performing below English-only peers, consult with the student's parent(s) and offer the appropriate English language support services. Parent contact can be in person, by phone, by letter, or by email.

- English language support services offered at each school for this purpose must include
  - (1) ELL services as part of Arizona's SEI program, and
  - (2) special course work during the school day, such as a special reading and/or writing class, or
  - (3) special services offered during the day or outside of the school day, such as tutoring on writing skills.



# Stages III-V Performance Survey

## Step 3 - Enter the type of language services provided

Within one week of receiving parent consent, provide the offered English language support services. Continue to provide services until student performance is comparable to English-only peers.

The entire survey should be completed within the first 21 school days.



# Stages III-V Performance Survey

1



2



3

First Name	Date of Birth	Performance	Next Steps	Parent Contact Date	Language Services
Alexia	08/15/2002	Select Reason...		<input type="text"/>	<input type="text"/>
Crystal	08/27/2003	Select Reason...		<input type="text"/>	<input type="text"/>
Leonel	06/04/2003	Below EO peers	Confer with parents and offer English language support services	8/11/2016	ELL
Adam	06/17/2003	Below EO peers	Confer with parents and offer English language support services	8/12/2016	Special Services
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Daisy	11/19/2003	Comparable to EO peers	No further action required	<input type="text"/>	<input type="text"/>
Jose	07/13/2004	Comparable to EO peers	No further action required	<input type="text"/>	<input type="text"/>

# Questions?

**AZELLA Stages III-V Performance Survey – Q & A**

**Black Canyon Ballroom**

**Breakout Session One (11:15 – 12:15)**

**Arizona Room**

**Breakout Session Two (1:30 – 2:30)**

**If time permits, Q & A for the changes related to Kinder, too.**

