

# **PRACTITIONERS OF ENGLISH LANGUAGE LEARNING (PELL)**

**Friday, April 29, 2011**  
**East Valley Institute of Technology (EVIT)**  
**1601 West Main Street**  
**Mesa, Arizona 85201**  
**Room: Building 1, Auditorium**  
**Parking: Free**  
**Website: [www.evit.com](http://www.evit.com)**  
**Phone: 480-461-4000**

**PELL Meeting Time: 9:30 AM to Noon**

## **AGENDA**

- ❖ **Welcome**
  - Micky Gutier - Education Program Specialist – OELAS
- ❖ **Reflections and Refocusing**
  - ADE Chief of Programs and Policy – John Stollar
- ❖ **Home Language Survey Resolution Agreement / Directive**
  - Adela Santa Cruz - Deputy Associate Superintendent – OELAS
- ❖ **FY 2011 AMAO Determinations Calculation Revision and Guidance**
  - Katherine van Mourik – Education Research Associate – ADE Research & Evaluation
- ❖ **OELAS Deputy Associate Superintendent Update**
  - Adela Santa Cruz - Deputy Associate Superintendent – OELAS
    - Arizona English Language Proficiency Standards
    - Tracking Students in SAIS who have been “Withdrawn by parent request”
    - AZELLA Summer Training Sessions
    - PELL Afternoon Session – For those who registered online
- ❖ **OELAS Directors’ Updates**
  - Kelly Koenig – Director of Monitoring – OELAS
    - Monitoring / Title III
  - Marlene Johnston – Director of Assessment and Evaluation – OELAS
    - AZELLA
  - Susan Eide - Director of Program Effectiveness – OELAS
    - Training
- ❖ **The Next PELL Meeting – Late September or Early October 2011 - TBD**
- ❖ **Question and Answer Session**
- ❖ **Good of the Order**
- ❖ **Adjourn**

# **PELL Meeting**

**Friday, April 29, 2011**

**9:30 a.m. – Noon**

## **WELCOME**

**Micky Gutier**

**Education Program Specialist**

**OELAS**

**PELL Meeting Number 27**

**New PELL Members**

**Sign-In Sheets**

**Handouts**

**Index Cards**

**Housekeeping Issues**

**Evaluations**

Question on Final Jeopardy

What 1980's song do history teachers praise for its educational value?

This song was Billy Joel's homage to the 40-years of historical headlines since his birth in 1949.

Whether you are a Billy Joel fan or not, you will probably remember this song.

It's a nice flashback through the past half century. I never did know all the words. Enjoy a review of 50 years of history in less than 4 minutes!

Thanks to Billy Joel and some guy from the University of Chicago with a lot of spare time and Google.

The older you are, the more pictures you will recognize. Anyone over age 65 should remember over 90% of what they see.

Answer:

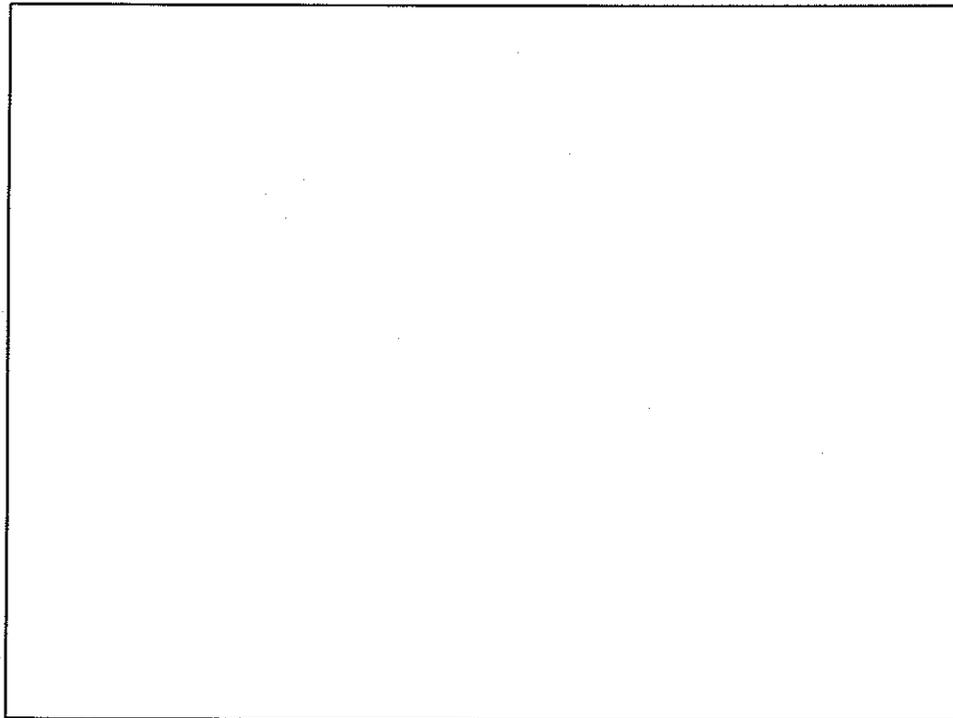
“We Didn’t Start The Fire”

By Billy Joel

<http://yeli.us/Flash/Fire.html>

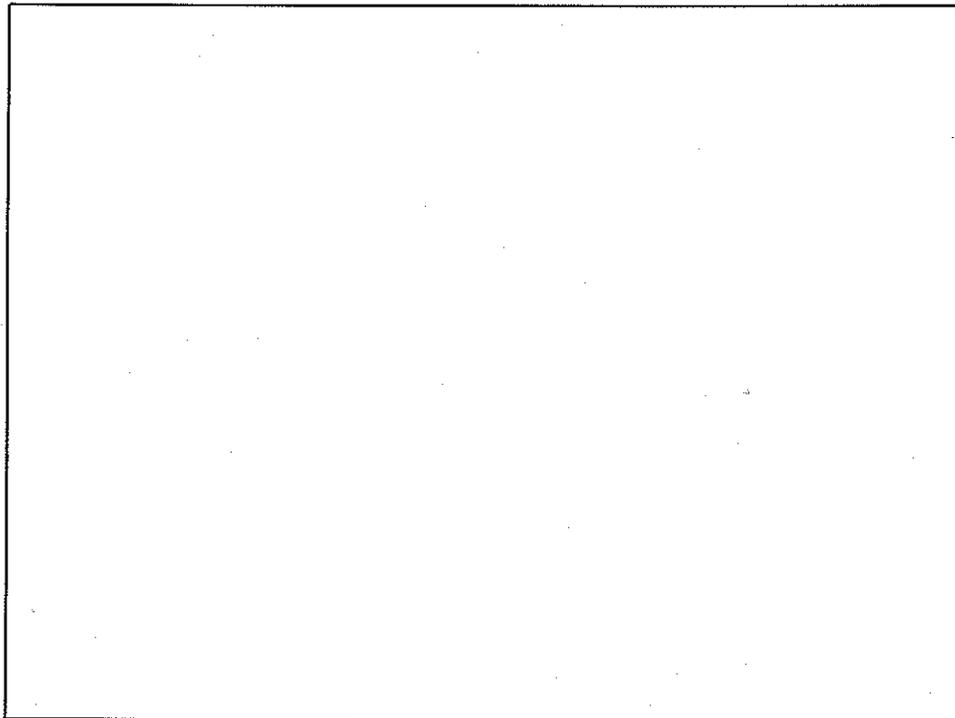
**❖ Reflections and Refocusing**

John Stollar  
Chief of Programs and Policy  
Arizona Department of Education



**❖ Home Language Survey Resolution  
Agreement / Directive**

Adela Santa Cruz  
Deputy Associate Superintendent  
OELAS



# **RESOLUTION AGREEMENT: DIRECTIVE**

**Reinstated three-question Home  
Language Survey (HLS)**

**PELL Meeting  
Friday, April 29, 2011**

**Arizona Department of Education  
Office of English Language  
Acquisition Services**

**In voluntary cooperation with the U.S. Department of  
Education, Office for Civil Rights and the U.S.  
Department of Justice**

**ADE is enacting the following:**

- ADE is revoking the ADE requirement that local education agencies (LEAs) use the single-question HLS, which asks "What is the primary language of the student?"
- ADE is also revoking ADE No. Ex.-48 (dated 8/27/09, which superseded the 7/8/09 version) entitled, "Process for Administering of AZELLA by Home Language Survey of Mainstream Classroom Teacher."

**Effective April 4, 2011**, ADE now requires that all LEAs use the three-question Home Language Survey (HLS), which asks:

- (1) "What is the primary language used in the home regardless of the language spoken by the student?";
- (2) "What is the language most often spoken by the student?"; and
- (3) "What is the language that the student first acquired?"

•If the response to any of the three questions is a language other than English, the LEA must timely assess the student's English language proficiency with Arizona's English language proficiency assessment.

•Any student identified as not proficient on the English language proficiency assessment qualifies for ELL services.

•It is important for all LEAs to use the three-question HLS as soon as possible because the student registration process for the 2011-12 school year is underway or fast approaching.

**All new students registering for the 2011-12 school year shall receive the three-question HLS.**

# **LEA/CHARTER COMPLIANCE RESPONSIBILITIES**

## **LEA/Charter Responsibilities:**

- **Title VI of the Civil Rights Act of 1964, 42 U.S.C. & 2000d, and its implementing regulation at 34 C.F.R. pt. 100, taken together, provide, in relevant part, that no program or activity receiving Federal financial assistance from the Department of Education may discriminate on the basis of national origin.**
- **The Equal Educational Opportunities (EEOA), 20 U.S.C. & 1703(f), requires that state and local educational agencies take appropriate action to overcome language barriers that impede equal participation by students in the instructional program.**

**All LEAs must inform**

- their administrators
- entire instructional staff
- persons involved with registration in writing

that:

**a) For students:**

- (i) whose parent or legal guardian completed the one-question HLS between July 1, 2009 and April 4, 2011 (the date of this directive),
- (ii) who are still enrolled in the LEA for the 2011-12 school year,
- (iii) whose parent or legal guardian the LEA is able to locate, and
- (iv) who have not already been assessed with the English language proficiency assessment,

### **The LEA must:**

- contact the students' parent or legal guardian to inform them that the three-question HLS must be completed

**and**

- the LEA must make available to the parent or legal guardian the three-question HLS. (e.g., in person, by mail, via e-mail, or by phone)

▪Communications with the parent/legal guardian about the HLS must be in a language comprehensible to the parent/legal guardian.

▪Consistent with ADE's English Language Learner Monitoring Process, all documentation regarding the HLS must be in English and in a language comprehensible to the parent/legal guardian.

LEAs will **not** be required to make the three-question HLS available for any

- student for whom the response to the **one-question HLS** indicated that the student's primary language was a language other than "English"

**or**

- who has already been assessed with the English language proficiency assessment

**b)** An answer of other than "English" on any one of the three questions will trigger a timely assessment with the English language proficiency assessment.

**c)** The provisions in (a) and (b) above will be implemented in time for the start of the 2011-12 school year.

**Beginning April 4, 2011, ADE now requires that all LEAs use the three-question HLS.**

- All new students registering for the 2011-12 school year shall receive the three-question HLS.
  - **LEAs/Charters must use the three-question HLS provided by ADE/OELAS .**
    - The HLS may not be altered.
    - Available on the OELAS website: [www.azed.gov/OELAS](http://www.azed.gov/OELAS)
  - **The same three questions must also be included on the district enrollment form.**
    - A student shall be considered as a PHLOTE student if the **home language survey OR enrollment form** indicates that one or more of the three questions are true. (*Arizona Administrative Code, R7-2-306 (B) (1), (2)(a-c)*)

## **Each LEA**

**must retain records** reflecting the implementation of paragraphs **(a)** (identification) and **(b)** (assessment) on the Directive

and

**report to ADE**

by

**November 1, 2011, and June 15, 2012**

# LEA REQUIRED DOCUMENTATION *FORM*

Due to ADE/OELAS

by

November 1, 2011

and

June 15, 2012

Available on the OELAS website

## LEA REQUIRED DOCUMENTATION FORM

(Due to ADE/OELAS by November 1, 2011 and June 15, 2012)

LEAs must submit to ADE/OELAS the data identified in table below for students who:

- (1) completed the one-question home language survey between July 1, 2009 and April 4, 2011;
- (2) completed the reinstated three-question home language survey because they met all of the following criteria:
  - The student's parent or legal guardian completed the one-question home language survey between July 1, 2009 and April 4, 2011;
  - The student is still enrolled in the LEA for the 2011-2012 school year;
  - The LEA is able to locate the parent or legal guardian; and
  - The student has not already been assessed with the English language proficiency assessment.

AND

- (3) were assessed with the English language proficiency assessment because they gave an answer of other than "English" on any one of the three questions on the reinstated, three-question home language survey.

<b>Name:</b>	<b>Date:</b>
<b>Contact Name:</b>	<b>Contact Title:</b>
<b>Contact Phone:</b>	<b>Contact e-mail:</b>
<b>Number of students whose English proficiency was assessed</b>	
<b>Number of students assessed who were identified as English Language Learners</b>	

**LEA REQUIRED DOCUMENTATION FORM (cont.)**

Your signature below certifies that:

- 1.) The data submitted is accurate.
- 2.) The Local Educational Agency (LEA) is retaining records reflecting the implementation of paragraphs (a) and (b) of the Resolution Agreement: Directive

\_\_\_\_\_  
School District/Charter

\_\_\_\_\_  
District/Charter CTDS Number

\_\_\_\_\_  
School District Superintendent/Charter School Administrator (signature)

\_\_\_\_\_  
Date

This form is to be submitted electronically to Jackie Jones at [jackie.jones@azed.gov](mailto:jackie.jones@azed.gov)

\*Please note that LEAs are not required to give the three-question home language survey to any student for whom the response to the one-question home language survey indicated that the student's primary language was a language other than "English" or who has already been assessed with the English language proficiency assessment.

## LEA Required Documentation Form

**\*To be submitted with the Signature page of LEA Required Documentation Form**

STUDENT DETAIL SUMMARY		
LEA Name		Date
Contact Name		Contact Title
Contact Phone		Contact e-mail
SAIS Number for students meeting the above criteria who were assessed with the English language proficiency assessment	What language on the 3-question home language survey triggered the assessment?	Based on the English language proficiency assessment, was the student identified as ELL (Yes/No)

This form is to be submitted electronically to Jackie Jones at [jackie.jones@azed.gov](mailto:jackie.jones@azed.gov)

- **Please review the Directive letter and the attachments in their entirety. These documents are on the OELAS website:**

**[www.azed.gov/OELAS](http://www.azed.gov/OELAS)**

- **Contact the Office of English Language Acquisition Services (OELAS) for assistance (602) 542-0753.**

## **Additional Information**

# AZELLA ORDERING

- LEAs may place orders for the 2011-2012 school year beginning **Monday, June 27, 2011.**
  - LEAs are reminded of the cost factor when ordering. Diligence is recommended in assessing appropriate students only.

## SPECIAL CODING

- For students assessed based on the re-PHLOTE of the three-question HLS:
  - These assessments will have a code of **44** in the "Other Information" area.

### Coding Demographics Page

**For re-PHLOTED identified students only**

**ENTER CODE 44**  
**HERE for the students who have been identified for assessment based on the re-PHLOTE of the three-question HLS.**

High School Level AZ-2

Place Pre-19 Labels Here

- As per the Resolution Agreement, ADE will monitor the LEAs' timely implementation of the reinstated three-question HLS.
- ADE/OELAS is planning webinars regarding this Resolution Agreement and this Directive.

## Questions



**AZELLA Form AZ-2**  
**Critical Dates Chart for School Year 2011-2012**

Cycle	Date Documents "MUST BE" Received by the Pearson Warehouse for Scoring	Scanning & Scoring Begins	Student Reports available in PearsonAccess	Approximate Date Pearson will Transmit the AZELLA Scoring Data File to ADE-IT	Approximate Date ADE-IT will Upload the AZELLA Scoring Data File to SAIS
Cycle 01	07/15/11	07/18/11	07/29/11	08/03/11	08/5/11
Cycle 02	07/29/11	08/01/11	08/12/11	08/17/11	08/19/11
Cycle 03	08/12/11	08/15/11	08/26/11	08/31/11	09/02/11
Cycle 04	08/26/11	08/29/11	09/09/11	09/14/11	09/16/11
Cycle 05	09/09/11	09/12/11	09/23/11	09/28/11	09/30/11
Cycle 06	09/30/11	10/03/11	10/14/11	10/19/11	10/21/11
Cycle 07	10/21/11	10/24/11	11/04/11	11/09/11	11/11/11
Cycle 08	11/23/11	11/28/11	12/09/11	12/14/11	12/16/11
Cycle 09	12/09/11	12/12/11	12/23/11	12/29/11	01/06/12
Cycle 10	01/20/12	01/23/12	02/03/12	02/08/12	02/10/12
Cycle 11	02/10/12	02/13/12	02/24/12	02/29/12	03/02/12
Cycle 12	03/02/12	03/05/12	03/16/12	03/21/12	03/23/12
Cycle 13	03/23/12	03/26/12	04/06/12	04/11/12	04/13/12
Cycle 14	04/13/12	04/16/12	04/27/12	05/02/12	05/04/12
Cycle 15	04/27/12	04/30/12	05/11/12	05/16/12	05/18/12
Cycle 16	05/11/12	05/14/12	05/25/12	05/30/12	06/01/12
Cycle 17	05/25/12	05/29/12	06/08/12	06/13/12	06/15/12

Check **ALL** documents being shipped to Pearson's Scoring Center for the following:

- ✓ All applicable areas of the demographic page are filled out, bubbles are fully gridded, and match the number or letter above them.
- ✓ Make sure you have the student's correct SAIS ID Number displayed and bubbled on the demographic page. (NOT the student's School ID Number).
- ✓ Preliteracy Level Prewriting & Speaking scoring forms are scored and bubbles fully gridded.
- ✓ Preliteracy Level Reading test bubbles are fully gridded below each X marked on the picture by the student.
- ✓ Speaking scoring form for Primary, Elementary, Middle Grades, and High School Levels is scored and bubbles gridded.
- ✓ Student Service Identification Sheet (SSID Sheet) included with each bundle is for the correct school and CTDS number. DO NOT USE SSID Sheets received prior to July 2010.
- ✓ Only scorable documents are sent to Pearson.

**NOTE:** Once the AZELLA Scoring Data File has been uploaded to SAIS, make sure to check the SDELL72 Report and the SDELL74 Report for any errors. Only authorized District/Charter personnel with ADE Common Logon access can view these reports. (Revised: April 2011)

**❖ FY 2011 AMAO Determinations  
Calculation Revision and Guidance**

Katherine van Mourik  
Education Research Associate  
ADE Research & Evaluation

# Rule Changes Regarding AMAO Calculations

Effective for School Year 2010-2011

## AMAO

Federal law states in Section 3122 of the Title III  
Language Instruction for Limited English Proficient  
and Immigrant Students that state agencies will:

*Develop annual measurable achievement objectives*

*And will hold all entities receiving funding*

*accountable for the achievement of all*

*limited English proficient students.*

## Making Progress Comparison

### ▶ Rule for 2010:

- Count as making progress if the student advances one or more levels on *any* of the three subtests of AZELLA.

- Example: Reading Subtest: Changes from Basic to Intermediate Proficiency Level

### ▶ Rule for 2011:

- Counts as making progress if the student advances one or more levels based on the *Composite* Level.

- Example: Changes from the Basic Composite Proficiency Level to Intermediate Composite Proficiency Level

## Reclassification Comparison

### ▶ Rule for 2010

- Count student if enrolled in LEA *at least 150 calendar days*.

### ▶ Rule for 2011

- Count student if enrolled *even one day* in ELL program.

- As per USDOE, December, 2009

**Comparison of Results –  
based on 2010 Data**

Old Way

New Way

**Making Progress\***

99% of LEAs met AMAO 1

97% of LEAs meet AMAO 1

**Reclassification\***

85% of LEAs met AMAO 2

82% of LEAs meet AMAO 2

\* Based on federal target rate (17%) for all LEAs

**We are accountable for  
the language proficiency of  
all English Language Learners.**

**❖ OELAS Deputy Associate Superintendent Update**

Adela Santa Cruz  
Deputy Associate Superintendent  
OELAS

- Arizona English Language Proficiency Standards
- Tracking Students in SAIS who have been  
"Withdrawn by parent request"
- AZELLA Summer Training Sessions
- PELL Afternoon Session –  
For those who registered online

# PELL Meeting on April 29, 2011:

## AZELLA Summer Training Workshops for School Year 2011-2012

### Tentative Training Schedule

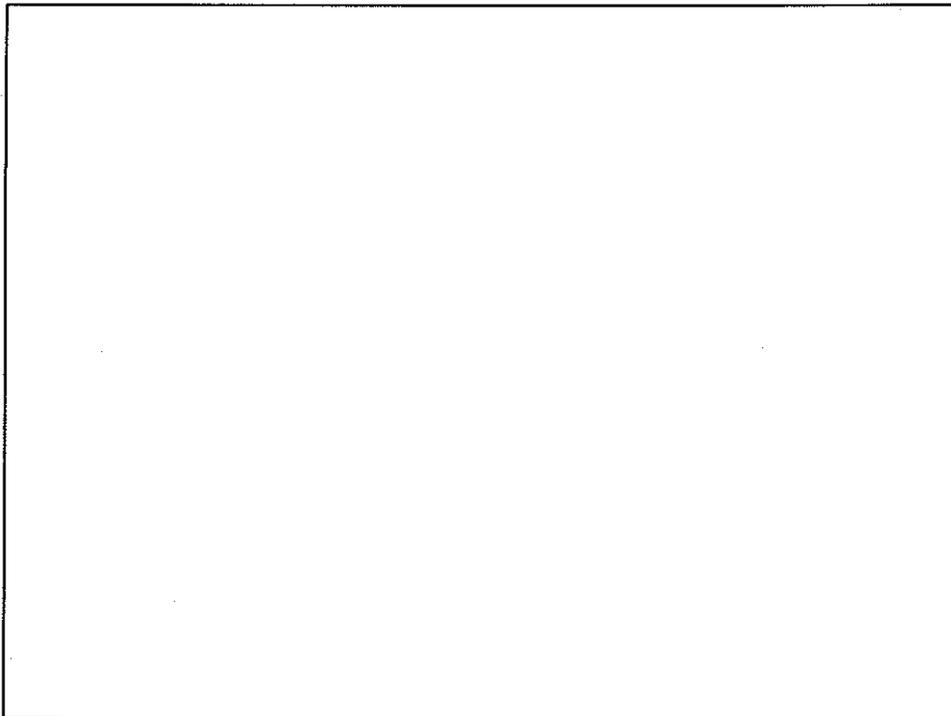
<b>Tuesday</b>	<b>June 14, 2011</b>	<b>East Valley Institute of Technology (EVIT) Mesa, Arizona</b>
<b>Wednesday</b>	<b>June 15, 2011</b>	<b>Douglas Unified School District Douglas Visitor Center - Tentative</b>
<b>Thursday</b>	<b>June 16, 2011</b>	<b>Tucson Area – District Unknown at this time Tucson, Arizona</b>
<b>Tuesday</b>	<b>June 21, 2011</b>	<b>West Side Somewhere – Location Unknown Phoenix, Arizona</b>
<b>Wednesday</b>	<b>June 22, 2011</b>	<b>Holbrook Unified District Holbrook, Arizona</b>
<b>Thursday</b>	<b>June 23, 2011</b>	<b>Flagstaff Unified School District Flagstaff, Arizona</b>
<b>Tuesday</b>	<b>July 12, 2011</b>	<b>Yuma Elementary School District Yuma, Arizona</b>
<b>Tentative Day / Tentative Date</b>		<b>AZELLA Summer Training Workshop via a Webinar Arizona Department of Education – OELAS</b>

**Note: For the summer of 2011, OELAS / Pearson will be conducting a total of seven (7) AZELLA Summer Training Workshops, with a tentatively scheduled AZELLA Summer Training Workshop via a Webinar, which will bring the total to eight (8).**

**❖ OELAS Directors' Updates**

Kelly Koenig  
Director of Monitoring  
OELAS

- Monitoring
- Title III



## **Monitoring/ Title III**

Pell Meeting  
April 29, 2011

Kelly Koenig  
Director of  
Monitoring/Title III

## **Monitoring**

- 2010-2011 On-site Monitoring will be complete in the next week (50 visits)
- 2011-2012 School Year On-Site Monitoring Notification
  - 1<sup>st</sup> Semester monitoring notifications will be sent late August / early September
  - 2<sup>nd</sup> Semester monitoring notifications will be sent in October

## Title III Accountability

- Continuous Improvement Plans in ALEAT must be updated / completed prior to applying for Title III funds

## Continuous Improvement Plans

- Must include:
  - Strategies and action steps that address AMAO 1, 2, and 3
  - Professional development
  - Alignment to Title III fiscal application
  - Strategies to address LEA Improvement status (if applicable)

## LEA Improvement Year 2

- LEAs that have not made AMAOs for two consecutive years must:
  - Develop an improvement plan (ALEAT) that specifically addresses the factors that prevented the LEA from achieving AMAOs

## LEA Improvement Year 4

- LEAs that have not made AMAOs for four or more consecutive years must:
  - Develop an improvement plan (ALEAT) that includes:
    - Modification of curriculum
    - Modification of program
    - Modification of instruction

**Thank you!**

**❖ OELAS Directors' Updates**

Marlene Johnston  
Director of Assessment and Evaluation  
OELAS

- AZELLA

**❖ OELAS Directors' Updates**

Susan Eide  
Director of Program Effectiveness  
OELAS

- Training

**The Next PELL Meeting:**

Late September or Early October 2011

Date To Be Determined...

**Question And Answer Session**

**Good of the Order**

**Adjourn**

# PELL Meeting @ EVIT in Mesa

## April 29, 2011

*Please take a few minutes to complete this evaluation of the session you are now attending. It has been designed to present planners and presenters' feedback regarding the presentation, content and value of this session.*

Indicate your preference by checking that box	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
ADE delivered the information in a clear and concise manner.						
The ADE presenters were prepared and displayed sound knowledge of the subject presented.						
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/timely.						
The overall quality of the training was excellent.						
I would recommend this training to my colleagues.						

**What information would you like?**

**Additional Comments:**

**How might you implement what you have learned in this session?**