



Resolution Agreement: Directive

AZELLA
Intervention Services

**Arizona Department
of
Education**

Overview

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

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.

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.

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.

Qualifying Students

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

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.

List of Qualifying Students

Arizona Department of Education

Home Common Logon

OELAS Home > Dept Of Justice Settlement Resolution Agreement

OELAS Applications

Welcome 7/re_uat

Dept Of Justice Settlement Resolution Agreement

Select

Fiscal Year : 2013

View Error Data

PublicSaisID	Student Last Name	Student First Name	EntityID	School Name	Azella Composite Score	Azella Reading Score	Azella Writing Score	Azella Test Date	Aims Reading Score	Aims Writing Score	Aims Test Date	Grade	Qualification
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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.

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.

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.

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.

Parent Consultation Form

PARENT CONSULTATION FORM

Pursuant to a resolution agreement among the Arizona Department of Education, the U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division, this form is to document the consultation between educators and parents regarding English language support intervention services to students scoring composite Proficient on the AZELLA during the period SY 2007-08 to SY 2012-13 but not proficient in reading or writing on the AZELLA and/or have not "met the standard" on AIMS Reading or Writing.

Student Name _____ Grade _____ IFEP or FEP (RFEP, FEP1, FEP2, FEP3, etc.) _____

SAIS No. _____ District/Charter _____ School _____

AZELLA (most recent scores): Please use PE, E, B, I, P

_____ Composite Score _____ AZELLA Reading Score _____ AZELLA Writing Score Test Date _____

AIMS (most recent scores): Please use FFB – Falls Far Below, A – Approaches, M – Meets or Exceeds the Standard

_____ AIMS Reading Score _____ AIMS Writing Score Test Date _____

If an AIMS Reading or Writing Score is not available, the students' core content grades in the last calendar year are (transcript or report card may be attached): _____

Option for enrolling student in "intervention services" is based on the following criteria: _____

Note: Additional teacher input may be attached to this form for consideration in determining appropriate intervention services.

Based upon the above information, the student named above is qualified to receive intervention services in English language support. The following services are available (mark all that apply) and have the parent initial those elected:

<input type="checkbox"/> Placement in SEI class focused on Reading/1 hour daily Parent's Initials: _____	<input type="checkbox"/> Another class focused on Writing Parent's Initials: _____
<input type="checkbox"/> Placement in SEI class focused on Writing/1 hour daily Parent's Initials: _____	<input type="checkbox"/> Before School Supplemental Intervention Service Parent's Initials: _____
<input type="checkbox"/> Placement in a service plan similar to an Individual Language Learner Plan with intervention delivered in a mainstream content class/daily for up to two hours Parent's Initials: _____	<input type="checkbox"/> After School Supplemental Intervention Service Parent's Initials: _____
<input type="checkbox"/> Another class focused on Reading Parent's Initials: _____	<input type="checkbox"/> Before or After School Intervention Service Only Parent's Initials Required: _____
<input type="checkbox"/> Services declined; Parent's Initials Required: _____	

Attach LEA-developed plan for providing services. Follow-up assessment to evaluate that the above-mentioned services have been effective over time are required by this plan (include formative assessments and other performance data). This completed form and the LEA-developed plan for providing services are to be placed in the student's cumulative file.

Teacher Signature: _____	Date _____
ELL Coordinator Signature: _____	Date _____
Parent Signature: _____	Date _____

Parent Consultation Form

The Parent Consultation Form is available on the AZ Department of Education English Language Learner website in the following languages:

- English
- Spanish
- Arabic
- French
- Korean
- Navajo
- Romanian
- Russian
- Somali
- Tagalog
- Vietnamese

The translations available are the ten most-often used foreign languages by parents/guardians of the qualifying students.

Reporting, Training and Monitoring

REPORTING:

Each LEA with qualifying students will be required to report to the Department by January 15, 2013, for School Year 2012-13 and by October 15, 2013 for School Year 2013-14 the following:

- the information regarding each qualifying student's elected intervention services;
- the number of students whose parents elected to enroll their students in only before-school or after-school intervention services;
- the information disaggregated by school and grade level; and
- the originally-identified status of IFEP or reclassified FEP.

AZELLA Directive Spreadsheet

	A	B	C	D	E	F	G	
	Student SAIS ID	Student Last Name	Student First Name	School EntityID	School	AZELLA Composite Score	AZELLA Reading Score	
1								
2		0 Maria	Jones	4245	AZ School	Proficient	Intermediate	Proficie
3								
4								
5								

	H	I	J	K	L	M	N	O
	AZELLA Writing Score	AZELLA Test Date	AIMS Reading Score	AIMS Writing Score	AIMS Test Date	Grade Level	Qualification	En Serv
1								
2	Proficient	2/12/2012	Meets	Approaches	4/16/2012	3	IFEP	No
3								
4								
5								
6								
7								

Reporting, Training and Monitoring

TRAINING:

Training will be offered by ADE's Office of the Special Assistant to the Deputy Superintendent of Programs and Policy and through the Office of English Language Acquisition Services (OELAS). These trainings will be made available to LEAs in the form of face-to-face sessions, as well as in webinar sessions.

Reporting, Training and Monitoring

MONITORING:

The Office of the Special Assistant to the Deputy Superintendent of Programs and Policy will be conducting on-site reviews of LEA files regarding the intervention services being provided to ensure compliance with the requirements of this Agreement. These reviews will commence in January 2013, as will the review of LEA files by specialists from ADE's OELAS. The OELAS reviews will occur during the scheduled ELL Monitoring site visits conducted in the second half of the 2012-13 School Year.

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](#).