

# RESOLUTION AGREEMENT: DIRECTIVE

**AZELLA INTERVENTION SERVICES  
FY2014**

**ARIZONA DEPARTMENT OF  
EDUCATION**



# OVERVIEW

- The Resolution Agreement
- Qualifying Students
- Intervention Services
  - Parent Meetings
  - Parent Consultation Form
- Reporting and Training
- 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
  - Initial 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 for FY2014, 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.
  - Dept of Justice Resolution Agreement

# LIST OF QUALIFYING STUDENTS IN YOUR LEA

## Dept Of Justice Settlement Resolution Agreement

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Student SAIS ID	Student Last Name	Student First Name	School 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 Level	Qualification	Group
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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.
- 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 FOR NEWLY QUALIFIED STUDENTS OR STUDENTS LACKING INFORMATION

- The LEA must meet with the parents of newly qualifying students or students lacking information 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.

# CONTINUING STUDENTS IN THE DIRECTIVE

- For students who are continuing in the directive and parent meetings were held, those students will continue as the parent elected in FY2013.
  - If a parent elected intervention services, those services will continue this current academic year
  - If a parent declined all services, that decision remains for this current academic year

# REPORTING AND TRAINING

## **REPORTING:**

Each LEA with qualifying students will be required to report to the Department by October 30, 2013, for 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.

LEAs will need to review the information for each student the Department already has and make changes, if necessary and applicable.

# REPORTING AND TRAINING

## **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 webinar sessions, as well as detailed instruction guides.

# QUESTIONS

Questions may be submitted to:

- [OCRInbox@azed.gov](mailto:OCRInbox@azed.gov) or contact Carrie O'Brien Director of Legal/Hearings at 602-542-3378.
- Dr. Jennifer Marmo at [Jen.Marmo@azed.gov](mailto:Jen.Marmo@azed.gov) or 602-542-4265.

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