



ARIZONA'S ASSESSMENTS

EL and Special Education Taskforce Update and Resources

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Assessment



Overview

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- Share resources that were developed in response to changes in guidance and policies
 - Special Education Withdrawal
- Share resources that were developed in response to support collaboration and decision making for teams that support dual labeled students



Timeline

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- Established taskforce after May PELL Meeting
- Met via webinar August 26, 2019
- Drafted resources to support field in understanding and support of students with disabilities that can no longer be exited through other criteria



EL and Special Education Taskforce

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- 10 EL Coordinators
- 10 Special Education Directors

Name	Role	LEA
Clark Crace	Special Education Director	Dysart Unified
Melissa McClusker	Special Education Director	Deer Valley Unified
Leila Williams	Special Education Director	Sunnyside Unified
Elizabeth Garza	Special Education Director	Somerton School District
Danielle Calo	Special Education Director	Basis Scottsdale
JoAnne Bauman	Special Education Director	THE ACES
Wendy Collison	Special Education Director	Phoenix Union High School District
Lori Garcia	Special Education Director	Alhambra Elementary School District
Oran Tkatchov	District Test Coordinator AZELLA	ASDB
Katie Preston	EL Coordinator	Buckeye Elementary School District
Patricia Sandoval-Taylor	EL Coordinator	Tucson Unified School District
Cynthia Moreno	EL Coordinator	Grand Canyon School
Chuck Neuzil	EL Coordinator	Bullhead City
Delphina Avila	EL Coordinator	Laveen School District
Ceily Erie	EL Coordinator	Glendale Union High School District
Terri Cota	EL Coordinator	Mesa Public Schools
Lisa Smith	EL Coordinator	Gateway Early College



Changes to Guidance

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- Based on the Addendum to September 23, 2016 Non-Regulatory Guidance and direct guidance from the Office of State Support, Arizona can no longer allow for IEP Teams to remove an EL with disabilities from EL Services (Sped Withdrawal).
- The ONLY way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a “valid and reliable ELP Assessment”.



Guidance

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- Presented at May 9, 2019 PELL Meeting
- ESEA Guidance 2017
 - ELs with disabilities will be held to the same standards of performance as non-disabled EL peers
 - “The ESEA requires that a State provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student’s ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).”
(U.S. Department of Education Update on English Language Proficiency Assessments)

<https://cms.azed.gov/home/GetDocumentFile?id=5cd9f2991dcb2507607264c2>



Guidance Continued

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- Title VI's implementing regulations have been interpreted by case law to require that a student demonstrate proficiency on a valid and reliable ELP assessment in order to be exited from EL status.
- The requirement that an EL be exited from EL status for ESEA purposes when the student satisfies the criteria included in the State's standardized statewide exit procedures applies to an EL with a disability as well.



Allowance of Domain Scoring

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- Under 34 C.F.R. §200.6(h)(4)(ii), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student.



Allowance Cont.

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COMING SOON!

- Under the very rare circumstances when a student's disability precludes assessment in one or more domains, the student may be exited under the State's exit procedures based on a score of proficient on the remaining domains in which the student is able to be appropriately assessed.



Domain Scoring

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- ADE's Assessment Team is working with National Technical Advisors to determine how domain scoring will work for AZELLA
 - Working on current test cut scores but will have to be revisited once new AZELLA aligned to the newly adopted ELP Standards is developed.



Development of New Alternate ELP Assessment

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- Arizona will be joining other states in a Collaborative that will develop a new Alternate ELP assessment
- Awarded a 7M grant
- Iowa is the lead state with CRESST and ELPA21 as partners



NEW RESOURCES

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- *EL and Special Education FAQ FINAL v2*
- *EL and Special Education Participation Flowchart 2019 Final v1*
- *EL Outcomes for All Students Flowchart Final v2*



EL and Special Education FAQ

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FAQ

1. My student cannot pass AZELLA; can they be exempt?

Students do not pass or fail AZELLA. The proficiency score is used to determine if the student has a need for English language acquisition services. The detailed proficiency scores the student receives should be used for instructional planning.

2. My student is non-verbal and cannot take AZELLA, do they have to take AZELLA?

All students with a Home Language Survey indicating a language other than English will take AZELLA. If the student is non-verbal, a communication system should be in place. The purpose of AZELLA is to determine if there is an English language acquisition need, which is why any non-verbal student should be assessed.

Examples of communication systems: letter board/cards, Picture Exchange Communication System (PECs), Programmable Voice-out Device

3. Why are my dual labeled students taking longer to become proficient?

Research shows that dual labeled students take longer to demonstrate proficiency due to their complex needs of language and their disability. The same high expectations should be maintained for all students, with an understanding that ELs with disabilities may require more time to attain proficiency.

4. The IEP Team has determined that a dual labeled student does not have to take the AZELLA.

The IEP team does not have the authority to make decisions that overrule any other state and federal EL policy, i.e., AZELLA, SEI Models, etc.

5. When must a student be exited from EL status for ESEA purposes? An EL must be exited from EL status for ESEA purposes (i.e., for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.

This requirement applies to an EL with a disability as well. Arizona's standardized statewide exit procedures require that an EL student demonstrate proficiency on the AZELLA. There are currently no additional exit procedures. Therefore, all ELs, including ELs with disabilities, must demonstrate proficiency on the AZELLA in order to be exited from EL services.

6. Who should be a part of the development of an Individualized Education Program (IEP) for a student that is dual labeled (special education and EL)?

This is a collaborative effort, there is not one single person responsible for writing a student's IEP. When developing Present Levels of Academic Achievement and Functional Performance (PLAAPF), goals and objectives,

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and Assessment determination, classroom teachers, case managers, an expert in English Language Instruction and second language acquisition in placement decisions under the IDEA and Section 504, and parents should be collaborating and part of the IEP. Each member of the IEP team brings a lens that is important and should be considered to ensure that the whole child is being addressed.

7. What are key components of a student's ILLP that also has an IEP?

A key component of a student's ILLP is to address a student's communication and language needs through the following Domains: Listening, Speaking, Reading and Writing. An ILLP should include the Performance Indicators and English Language Proficiency Standards, it doesn't hurt to "duplicate" in both an ILLP and IEP a student's need in the area of language and communication, accommodations and supports.

OELAS Reference ILLP 2019: <https://cms.azed.gov/home/GetDocumentFile?id=5cc0dca81dcb25081407192c>

For students who have dual labels (English learners with disabilities), the Individualized Education Program (IEP) details the range of student needs, including those of language acquisition, with the goal of holding these students to the same high standards as native English-speaking students. The IEP will describe the student's present levels of performance in both language and academic areas, then specify the programming necessary to meet the student's specific needs. (See page 29 of Dear Colleague, 2015)

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

8. How is the AZELLA administered for a student that is deaf and/or blind?

ADE has created additional guidance to administer the AZELLA to deaf and/or blind students.

<https://cms.azed.gov/home/GetDocumentFile?id=590256671130c01e2cdd99ed>

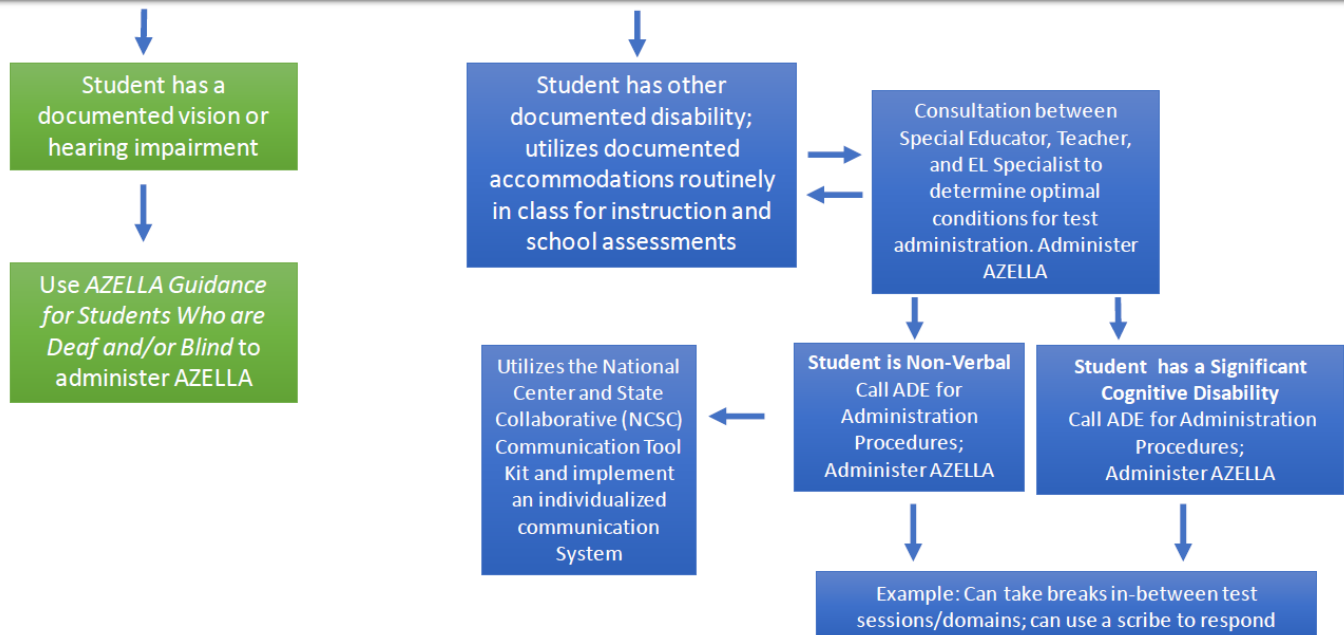


EL and Special Education Participation Flowchart

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Participation in the AZELLA (Arizona's English Language Learner Assessment)

All eligible students participate in AZELLA including those with a disability (Section 504 or Individualized Education Program (IEP))



Contact the Arizona Department of Education (ADE) for specific questions about accommodations for students; AZELLA Inbox or 602-542-5031

Meaningful take aways from test administration: consider how the student is engaged (topics that interest student), how the student provides responses, and the student's attention to tasks.



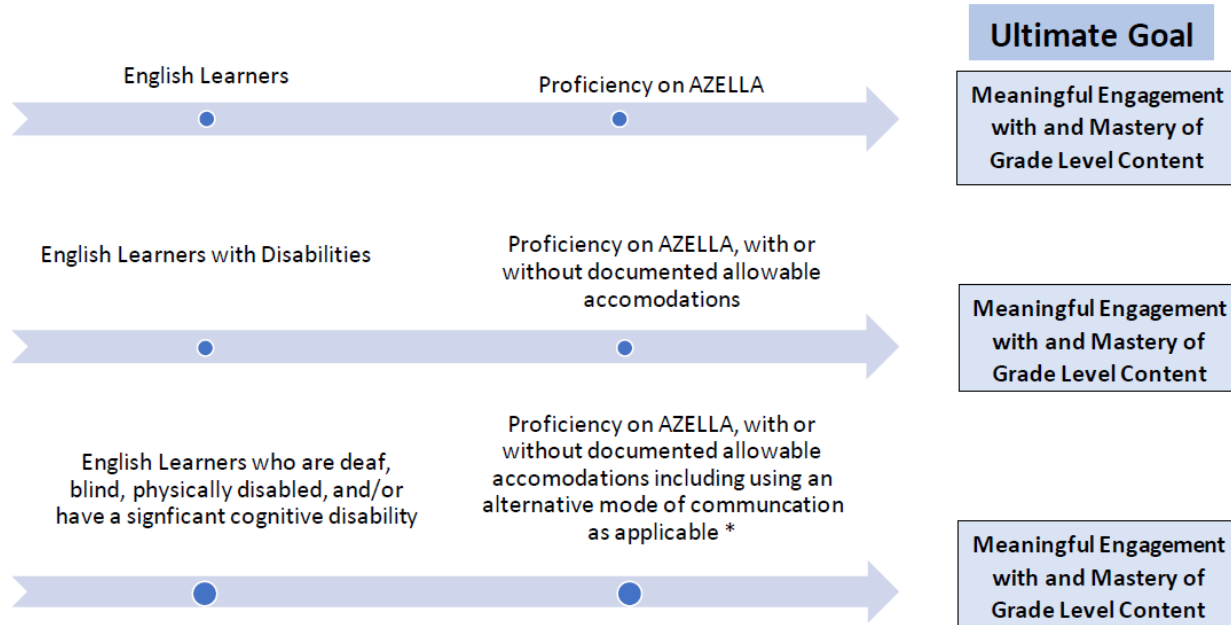
EL Program Outcomes for All English Learners Flowchart

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NEW

Program Outcomes for All English Learners

All eligible students participate in AZELLA, including the range of students with identified disabilities
(Individualized Education Program or Section 504)



*Contact the AZELLA team for specific testing procedures, including assessment of non-verbal students: AZELLA@azed.gov

In addition to aspects of English language proficiency, participation in AZELLA yields valuable information for making instructional decisions related to student engagement, communication style, background knowledge, and the student's use of varied resources to assist in comprehending oral and written language.



Considerations for IEP Team

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ALTELLA ALTERNATE ENGLISH LANGUAGE
LEARNING ASSESSMENT PROJECT

Individualized Education Programs for English Learners With Significant Cognitive Disabilities

ALTELLA Brief No. 4

September 2018

Caroline E. Parker and Laurene L. Christensen

altella.wceruw.org

Project Background

The ALTELLA project researches instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

Suggested citation: Parker, C. E., & Christensen, L. L. (2018, September). *Individualized Education Programs for English learners with significant cognitive disabilities*. (ALTELLA Brief No. 4). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project. altella.wceruw.org/resources.html

Table 1: Considerations for IEP Teams

IEP Component	Student with disability	English learner with disability	English learner with significant cognitive disability
Present levels of academic achievement and functional performance	Describe academic and functional level	Include English language proficiency level (reading, writing, speaking, listening)	Include proficiency level in home language and/or preferred language of communication; Include communication modality preference
Measurable annual goals	Set SMART goals (academic, social, behavioral)	Include English language proficiency goal (reading, writing, speaking, listening)	Include language goal in student's home language if relevant
Supplementary aids/ services	List services to be provided	Include English language services (frequency, duration, location)	Clarify role of multiple service providers; State language of instruction to be used; Consider both the role of the home language and English language services
Participation with non-disabled peers	Describe least restrictive environment and justify any removal from general education setting	Promote interaction with English-speaking peers with and without disabilities	State how students will participate with multiple peer groups (both English-speaking and English-learning peers with and without disabilities)
Assessment and instructional accommodations	Describe state/ district assessment accommodations or modifications	Include accommodations or modifications to English language proficiency assessment	Articulate alternative assessments, or if not applicable, state why
Progress monitoring	Document progress toward meeting annual goals	Use multiple sources aligned with students' English language proficiency level	Use multiple sources aligned with students' English language proficiency level
Transition	Plan for postsecondary success	Include considerations of cultural values	Include considerations of cultural values; Consider the contexts for language use in post-secondary settings (i.e., which language(s) will the student use in post-secondary settings)
Behavioral intervention plans	Develop as appropriate	Consider whether English language proficiency levels affect behavior	Consider whether English proficiency levels affect behavior
Assistive technology and services	Document any assistive technology the student may require	Consider English language proficiency when providing assistive technology	Consider programming augmented and alternative communication (AAC) device in multiple languages, if student uses device; Consider how student uses AAC device at home and in the community

<http://altella.wceruw.org/pubs/ALTELLA-Brief-04-IEPs.pdf>



EL Tool Kit Checklist

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Updated November 2016

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #3 DEVELOPING AN IEP FOR AN ENGLISH LEARNER WITH A DISABILITY

The following list of questions is included as part of a National Dissemination Center for Children with Disabilities training tool on IDEA. It is a tool to assist educators in developing IEPs for an EL student with a disability.

A CHECKLIST FOR IEP TEAMS: CONSIDERING LIMITED ENGLISH PROFICIENCY—DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of ELP, this includes both second language conversational skills as well as academic language proficiency. Therefore, the IEP Team must consider the student's level of ELP in listening, speaking, reading and writing, to support and strengthen implementation of the IEP goals. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child's primary language of communication been considered?		
3. Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
4. Does the instructional plan incorporate a variety of instructional strategies?		
5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
6. Does the IEP Team have access to assessment data that is accurate and unbiased?		
7. Does the assessment information use a variety of methods and environments?		
8. Does the "present levels" statement in the IEP address both how the student uses his or her native language and how the student uses English?		
9. Do progress monitoring activities measure progress toward the mastery of English?		
10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
12. Is an interpreter for the parents and the student present at the IEP meeting?		

Continued on next page

You can access **Tools and Resources for Addressing English Learners with Disabilities** at <http://www2.ed.gov/about/offices/list/oels/english-learner-toolkit/index.html>



ADE Support in Action

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- Conversations with test coordinators, teachers about how to use accommodations and tools for students with disabilities
- Shift from “cannot take test” to “how can the student participate”
- ADE has provided support and guidance Domain by Domain, item by item



Scenario #1

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Scenario 1 :

Student with Other Health Impairment:

- Ignacio is an English learner with low English language needs. He has attended the same school district since kindergarten. Ignacio lives with his parents and older brother. Spanish is the primary home language. Ignacio's parents reported that he communicates in both languages but tends to prefer speaking English. At age 3, Ignacio was diagnosed with Muscular Dystrophy but does not have any intellectual disabilities. Ignacio has a 504 Plan and his parents are active members of the 504 team.
- Ignacio is a second-grade student who receives instruction in Ms. Diaz's SEI classroom. Ms. Diaz reports that Ignacio has intermediate English language skills. She supports Ignacio in the classroom by working with the occupational and physical therapists to address his needs. Ms. Diaz shared that Ignacio does appear to tire easily when taking tests and accommodates this need by providing him breaks, a slant board, a pencil grip provided by the occupational therapist, and when necessary, projecting the test onto a smartboard.
- Ms. Diaz is concerned that Ignacio will not be able to complete the AZELLA due to his physical limitations.



Tools

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- TOOLS that can be used to address Ignacio's needs during the AZELLA testing administration:
 - Pencil grip
 - Slant board
 - Breaks in-between domains or domains administered over days
 - Projecting test items onto a smartboard

Note: The projection of test items requires a one on one test administration.



Scenario #2

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Scenario 2:

Student with Severe Cognitive Disability:

- Ibrahim is a fifth-grade student who came to the United States with his family last year. He lives with his parents, three younger sisters, and paternal grandparents. Arabic is the primary language spoken in the home. Ibrahim's parents speak Arabic and English. The parents reported that Ibrahim does not speak much but does prefer to speak Arabic. Ibrahim's parents are very supportive but are unsure how to help their son. They attend IEP meetings but defer to the rest of the IEP team to make decisions regarding Ibrahim.
- Ibrahim is an English learner with a moderate intellectual disability. He is a newly enrolled student and has never taken the AZELLA. Ibrahim is a self-contained student in Ms. Ford's grade 3-5 classroom for students with mild to moderate disabilities. Ms. Ford reports that Ibrahim does not speak much but does use gestures to communicate. In the classroom, Ms. Ford supports Ibrahim by using a Picture Exchange Communication System (PECS), a picture schedule, and total participation techniques. Ms. Ford works closely with the English learner coordinator, and the speech therapist to address Ibrahim's needs. Ibrahim receives speech therapy to address his receptive and expressive language needs. Ms. Taylor, the speech therapist, also works with Ibrahim to use PECS to express his needs in the classroom.
- Ms. Ford has observed that Ibrahim has sensory needs and accommodates these needs with sensory and movement breaks. She has noticed that Ibrahim does not like things that are too tight or close to his body. For example, Ibrahim does not like using headphones. Ms. Ford also reports that Ibrahim prefers to sit on the floor instead of at his desk.
- Ms. Ford is concerned about Ibrahim wearing headphones for the AZELLA due to his sensory needs and is concerned she won't be able to get him to sit at his desk for test administration.



Tools and Accommodations

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- **Speaking Test:** Please note due to the projection of items, this would need to be administered one on one. You may use an external microphone and external speakers to administer the Speaking Test. The system is extremely sensitive, and it will capture potential student responses, even if the student is not in immediate proximity to the microphone. You can also project the test onto a smartboard, screen, or the wall if that helps for those questions that include images.
- Another option is to bring a portable testing device such as a tablet or laptop to the spot in the room where student is more comfortable (e.g., the floor).
- The Test Administrator can operate the mouse to navigate from item to item, play the directions and samples, and record the student responses.
- Students who are not mute need to make an earnest attempt to take the Speaking Test. Every question needs to be presented (i.e., the TA needs to play every prompt/item and provide appropriate wait time for the student to respond). If the student does not respond during the first ten seconds or so, the TA may stop the recording and move on to the next question.



Tools and Accommodations

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The Test Administrator will have to explain to the student that she/he will be playing the prompts and recording the responses. We recommend the script below:

SAY Now we will begin the Speaking section. You will use your test book and listen to the questions. First you will hear instructions about this test, and then there will be two sample questions. You will be able to listen to each question one time. When you are ready to answer the question, give me a “thumbs up” (*demonstrate for the student how to do a “thumbs up”*)* and I will start recording you. Answer the sample questions using complete sentences. After I record your response to Sample A, I will play back your recording to make sure your voice is loud and clear. Do you have any questions?

Pause for student questions, and then complete Sample A.

Complete Sample B. Pause to answer any questions.

SAY Now, the Speaking test will begin. I will not be able to answer any questions once the test begins.

Click the blue Next button to continue through the test. Some questions have more than one part on one screen. Be sure to play the question and record the student's response to all parts of the question. When you reach the end of the Speaking test, you will be prompted to submit the test. Once the test is submitted, you may not return to it.

*Any other signal that the student uses to communicate is acceptable, the thumbs up is just a suggestion.



Continued

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Listening Test: Use external speakers. The TA can navigate the test and act as a scribe to click on the selected answer. The test can be projected as explained above and student can point to the selected answer choice. Please note the test must be administered in a one on one setting due to the test being projected.

SAVE THE DATE!

September 28-30, 2020



ARIZONA ASSESSMENTS CONFERENCE

Integrating assessments, standards, and accountability
for student success.

Cost: \$425 per person
(includes breakfast, lunch, and parking each day)
Registration will open in March 2020

Call for Presenters will begin in January 2020

www.azed.gov/assessment/conference

Questions: Testing@azed.gov

Location: Renaissance Phoenix Glendale Hotel and Spa
9495 W. Coyotes Blvd
Glendale, AZ 85305

www.azed.gov/assessment/lodging

Room rate is \$121 (or prevailing state rate) plus applicable taxes.
Group rate is available until August 27, 2020 or until sold out.





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Questions?