



ADE ESS and Assessment

OELAS Conference 2019

What About Those Dual- Labeled Students?



Acronyms

- **EL** - English learner (formerly ELL)
- **ESSA**- Every Student Succeeds Act (formerly ESEA)
- **RED** - Review of Existing Data
- **DOJ** - Department of Justice
- **OCR** - Office for Civil Rights
- **PHLOTE** - Primary Home Language Other Than English (language survey given to families at time of school enrollment- also called “Home Language Survey”/HLS)
- **IDEA** - Individuals with Disabilities Education Act
- **FAPE** - Free and Appropriate Public Education
- **PEA** - Public Education Agency
- **SDI** - Specially Designed Instruction
- **ILLP** - Individual Language Learner Plan



PEA Documentation Must Include:

Primary home language
as identified on the
PHLOTE

Determination of the
language in which a child
is most proficient

Results of language
proficiency testing
(AZELLA scores)

AZELLA performance
data considered during a
RED

Ruling out language
needs as a determinant
factor in an evaluation

Impact of limited English
proficiency on progress
in the general education
curriculum

Evidence of evaluation
assessments provided in
the language and form
most likely to yield
accurate information

Language needs
considered in IEPs

Evidence that required
notices are provided in
the native language of
the parent

Where Can Documentation be Included?



Evaluation

Primary home language as identified on the PHLOTE
Determination of the language in which a child is most proficient
Results of language proficiency testing (AZELLA scores)
AZELLA performance data
Ruling out language needs as a determinant factor
Impact of limited English proficiency on progress in the general education curriculum
Evidence of evaluation assessments provided in the language and form most likely to yield accurate information



IEP

Primary home language as identified on the PHLOTE
Determination of the language in which a child is most proficient and/or PHLOTE info.
Language needs considered
AZELLA performance data



Notices

Required notices are provided in the native language of the parent



Practical Implications



How do you achieve all the documentation needs?



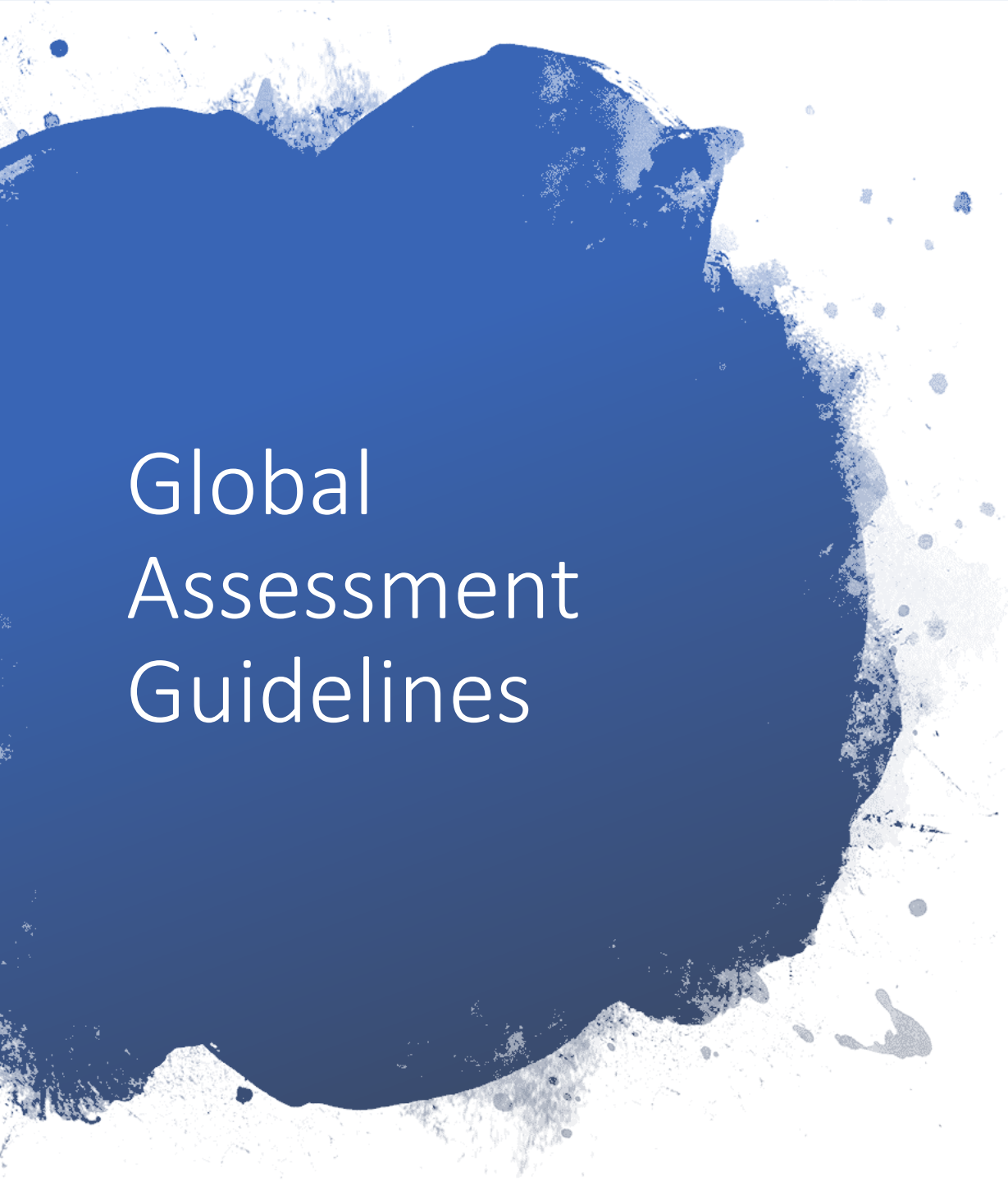
What systems are in place for communication with other units, staff, or district personnel?



What systems are in place to allow access to all data points within your agency or campus?



Is there a system in place to allow access to PHLOTEs for all staff that may need them?



Global Assessment Guidelines

- Provide an opportunity for students
- All students who enter schools with a primary or home language other than English must take AZELLA
- Students continue to test annually with AZELLA until they reach English proficiency
 - Withdrawing from EL services is not the same as an exemption from testing
 - An IEP team cannot make the determination that a student will not take AZELLA



Specific Disability Guidance

Only a physical disability limits access to items in a domain

- A student with NO vision will not take the reading session
- A student with NO hearing will not take the listening session

Present all items to all other students

- “Make an earnest attempt”
- Provide an opportunity



Individual Student Guidance

Look at accommodations on the IEP and accommodations allowed in the Test Administration Directions

Contact the AZELLA team if there are differences

- Not all scenarios can be included in the TAD
- Discuss options for individual students

Other testing environments and presentation methods may be available



Assessment Coming Attractions

- Four-year process to develop Alt-ELPA
- Proficiency with fewer than 4 domains
 - Conversations and psychometric evaluations ongoing
 - Technical Advisory Committee meeting in the spring
- Assessment Conference
September 28-30, 2020



Resources

EL Parental Notification and Consent

- <https://cms.azed.gov/home/GetDocumentFile?id=5b6caeb71dcb250edc160604>

IDEA definition of limited English proficient student

- <https://sites.ed.gov/idea/regs/b/a/300.27>

IDEA definition of native language

- <https://sites.ed.gov/idea/regs/b/a/300.29>

IDEA eligibility requirements for determinant factors

- <https://sites.ed.gov/idea/regs/b/d/300.306/b>

IDEA IEP considerations for a child with limited English proficiency

- <https://sites.ed.gov/idea/regs/b/d/300.324/a/2/ii>

[English Learner Toolkit Chapter 6](#)

[English Learners with Disabilities Presentation](#)

Whom Do I Contact?



For AZELLA assessment questions

azella@azed.gov



For general EL programmatic or
assessment questions:

[OELAS Specialist](#)



For EL questions related to special
education requirements:

[ESS/PSM Specialist](#)

Questions?

