

New EL Coordinator Bootcamp

TUESDAY, AUGUST 10, 2021 | 8:30AM – 3:30PM

Participant E-Binder



Presented by OELAS
(Office of English Language Acquisition Services)
An office within Unique Populations



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Copies of PowerPoints from today’s presenters will be added to the EL Coordinator Bootcamp webpage. Most will be available by the end of the day tomorrow. (<https://www.azed.gov/oelas/boot-camp>)

The titles below are linked to the sections in this E-Binder. Simply click on the title to be automatically taken to that section.

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Contacts for the Unique Populations Unit (webpage link)



New EL Coordinator Bootcamp: Welcome

AGENDA	
8:30 – 8:45 AM	Welcome <i>Laura Alvarez – Unique Populations</i> Directors of Unique Populations <i>Nicole von Prisk – Director of Title III</i> <i>Stephania Lenzi – Director of Professional Learning</i> <i>Brittani Roy – Director of Policy & Program Integrity</i>
8:45 – 10:00 AM	AZELLA Updates <i>Brenda Vanderwerp – AZELLA</i> EL Data and EL Reports <i>Micky Gutier – OELAS</i>
BREAK 10:00 – 10:10 AM	
10:10 – 11:10 AM	Statewide EL Data & Accountability <i>David Selby – Accountability & Research</i>
11:10 AM – 12:10 PM	SEI Model Implementation & Monitoring 101 <i>Stephania Lenzi – Unique Populations</i>
LUNCH 12:10 – 12:40 PM	
12:40 – 1:40 PM	EL Funding: Title III & SEI Budget <i>Nicole von Prisk – Unique Populations</i>
1:40 – 2:40 PM	EL Forms & Documentation <i>Andrea Grabow & Ecaterina Avelar – OELAS</i>
2:40 – 3:15 PM	Q&A <i>OELAS Regional Specialists</i>
3:15 – 3:30 PM	Recap & Reminders <i>Laura Alvarez – Unique Populations</i>

Notes:



AZELLA Updates

Images of the documents being shared and discussed are included below. Use the following link to access the complete documents with the embedded links to testing and training: [**AZELLA Updates Session Handouts**](#) (*linked*)

[Link to AZELLA Webpage](#) (*linked*)

Notes:



AZELLA

Arizona English Language Learner
Assessment

AZELLA Test Administration Calendars

School Year 2021 – 2022

This calendar provides important critical dates for each AZELLA test administration.

- AZELLA Placement Test (page 2)
- AZELLA Placement Test Cycle Dates (page 3)
- AZELLA Stand Alone Field Test (SAFT) (page 4)
- Spring 2022 AZELLA Reassessment Test (SPR22) (page 5)

Due NOW: [Assessment Test Coordinator and Security Agreement](#) form; send completed form to Testing@azed.gov
(<https://www.azed.gov/sites/default/files/2021/04/DTC%20Test%20Security%20Agreement%202021-2022.docx>)

AZELLA Frequently Used Acronyms:

Acronym	Title
AZELLA	Arizona English Language Learner Assessment
DTC	District Test Coordinator
STC	School Test Coordinator
TA	Test Administrator
ATMS	Arizona Training Management System
PAN	PearsonAccess ^{next}
SDF	Student Data File
OELAS	Office of English Language Acquisition Services

Important contact information:

Group	Questions about...	Contact
The AZELLA Team at ADE	Test administrations, irregularities, and accommodations AZELLA test records and corrections EL70 – AZELLA Student Test History Report EL72 – AZELLA Roster Report EL73 – EL Student Need Report Development of the AZELLA tests	AZELLA@azed.gov (BEST method!) 602.542.5031 https://www.azed.gov/assessment/azella-dtcs
Pearson Program Team	PAN, ATMS, TestNav, Understand Scoring Pearson Published Reports and Student Data Files Shipping and receiving AZELLA test materials	888.705.9421 Option 2 Mon – Fri 7:00am – 7:00pm CST
OELAS at ADE	EL Forms EL program services (SEI Models) enrollments/exits EL71 – EL Program Participation Report Monitoring FEP students Title III	OELASInbox@azed.gov 602.542.3050 www.azed.gov/oelas
School Finance at ADE	SSID Issues (new, duplicate, shared) Student demographic information Student school enrollment information	SchoolFinance@azed.gov 602.542.5695 https://www.azed.gov/finance
Accountability at ADE	EL Accountability related questions and concerns EL Calculations for Accountability State Reclassification Rates	ACHIEVE@azed.gov 602.542.5151 https://www.azed.gov/accountability-research
ADE Support Desk	AzEDS related questions and concerns ADEConnect accounts, questions, and concerns	ADESupport@azed.gov

This document is subject to updates as needed.

**AZELLA**Arizona English Language Learner
Assessment**2020-2021 AZELLA PLACEMENT TEST ADMINISTRATION**

Date(s)	Type	Information and Tasks
7/01	ADEConnect Account	<p>ADEConnect account</p> <ul style="list-style-type: none"> AZELLA DTCs require an ADEConnect account with the role of <i>AZELLA District Test Coordinator</i> All other users who require access to the EL Reports must have the user role of “ELL” assigned to their ADEConnect account Contact your district’s ADEConnect Entity Admin
7/05 [observed holiday – ADE closed but Training site will be available]	Training	<p>Arizona Training Management System https://az.tms.pearson.com/Account/Login?ReturnUrl=%2f</p> <ul style="list-style-type: none"> All users must create a new account using their district/school email address AZELLA DTCs must use the email address that was included on the <i>Assessment Test Coordinator and Security Agreement form</i> All users must have completed the <i>Annual and Placement training requirements</i> by their assigned category <p>Understand Scoring (Grades KG-2 only) https://azella.scoring.pearsonassessments.com/understandscoring/</p> <ul style="list-style-type: none"> Users must create a new account using the Keyword 2122azella <i>Kindergarten Placement Test Administrator</i> <i>Stage II Writing Scorer (Grades 1 and 2)</i>
7/07	PAN Account	<p>PearsonAccess^{next} (PAN)</p> <ul style="list-style-type: none"> AZELLA DTCs will be notified when their PAN account for the 2021-2022 Placement Test administration has been enabled by Pearson - within 2 business days after ADE verifies all AZELLA FY22 <i>Annual and Placement</i> training requirements have been completed All other user accounts will be enabled by the AZELLA DTC or the AZELLA STC after the PAN user has completed all assigned training requirements Refer to the PAN Placement User’s Guide or Quick Guide for step-by-step directions for PAN User Accounts
7/07	Test Materials	<p>Paper Placement Test materials may be ordered by the DTC through PAN</p> <ul style="list-style-type: none"> Refer to the PAN Placement User’s Guide or Quick Guide for directions Orders will not be approved until schools who serve K-2 students have qualified KTP administrators and Stage II Writing scorers
7/12	Student Registrations	<p>DTCs and STCs must add students to PAN for the Placement Test BEFORE Placement Tests are administered</p> <ul style="list-style-type: none"> Create/Edit Students, Register Students, Manage Student Tests, and add online testing students to test sessions ADE and Pearson will not register students for a Placement Test; therefore, DTCs and STCs must add students to PAN
1 st day of instruction	Administration	<p>Eligible students may be administered the Placement Test no earlier than 2 weeks prior to the student’s first day of school</p> <ul style="list-style-type: none"> DTCs, STCs, and TAs must have completed the Annual and Placement training requirements prior to the administration of any Placement Tests
4/29/2022	Test Materials	Last day to order additional paper Placement Test materials for SY 2021-2022
5/13/2022	Administration	Placement Test administration window closes at the end of the business day
6/09/2022	Published Reports, SDFs	Download and save all Placement published reports and the Student Data File from PAN from the District and School entities

This document is subject to updates as needed.

**AZELLA**Arizona English Language Learner
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AZELLA Placement Test Cycle Calendar

The Placement *OnDemand Report* from PearsonAccess^{next} provides the information to use when completing the [Parental Notification and Consent Form](#), provided by OELAS.

This chart provides the important dates for student Placement Tests that have been completed by the last key entry date for a Cycle. The completed tests are *cycled* out of PAN, sent to ADE, and then the official reports are produced and made available to LEAs.

1. Read the chart from left to right by rows.
2. The dates in the columns are associated with the tests that are cycled out during the specific Cycle.
3. **Cycle Close Date** – Placement Tests that are not completed by the close of a cycle are moved to the next cycle or the cycle window in which the test is completed.
4. **Electronic Results** – AZELLA tests completed and recorded for a Cycle are published in PAN as individual Student Reports, Group Reports, and the Student Data File (SDF). These results will be reported on the EL70 and the EL73 Reports on or near the Electronic Results date. Test records that cycled out but are not on students' EL Reports will be in the AZELLA Corrections application because the student demographic information entered in PAN does not match the demographic information in AzEDS. After the student information has been matched correctly, the record will be reported on the EL Reports. Student reports from Pearson that have incorrect demographics will **NOT** be reproduced.
5. Students enrolled or exited from [EL program services](#), including Parent Withdrawn EL, will not pass integrity for the current school year without a current and eligible AZELLA test record. When students are not passing integrity, it may be because the student's new AZELLA record has not been published to the EL70 Report yet.
6. **Paper Reports Due to DTC** – AZELLA DTCs will receive 2 paper copies of the individual student reports on the date shown for the Cycle. One copy must be distributed to the parents and the other copy must be placed into the student cumulative file.

Cycle	Cycle Close Date Last Key Entry Date for the Cycle	Electronic Results Published Placement Reports are in PAN and may be on the EL Reports in ADEConnect	<i>Students from the Cycle may be eligible to pass integrity for EL program services enrollment and exit for the current school year</i>	Paper Reports Due to DTC Dated arrived in District from Pearson
1	7/30/2021	8/19/2021	8/23/2021	9/2/2021
2	8/13/2021	9/2/2021	9/6/2021	9/9/2021
3	8/27/2021	9/16/2021	9/20/2021	9/23/2021
4	9/10/2021	9/30/2021	10/4/2021	10/7/2021
5	10/8/2021	10/28/2021	11/1/2021	11/4/2021
6	11/12/2021	12/2/2021	12/6/2021	12/9/2021
7	12/17/2021	1/6/2022	1/10/2022	1/13/2022
8	1/21/2022	2/10/2022	2/14/2022	2/17/2022
9	2/18/2022	3/3/2022	3/7/2022	3/10/2022
10	3/18/2022	4/7/2022	4/11/2022	4/14/2022
11	4/15/2022	5/5/2022	5/9/2022	5/12/2022
12	5/13/2022	6/2/2022	6/6/2022	6/9/2022

**AZELLA**Arizona English Language Learner
Assessment**AZELLA FALL 2021 STAND ALONE FIELD TEST (SAFT) ADMINISTRATION**

Date(s)	Type	Information and Tasks
8/09 – 8/20	Student Counts <i>Grades 1-4</i>	DTCs must complete the Fall 2021 SAFT Participation Counts in PAN for Grades 1-4 <ul style="list-style-type: none"> DTCs will be able to access their PAN account for the Fall 2021 SAFT administration during this 2-week window to complete the Participation Counts Refer to the Quick Guide for directions for completing this task
8/25	Verification	DTCs and STCs ensure ALL Grades 1-12 EL students are listed on the EL73 Report <ul style="list-style-type: none"> Students with new Placement Tests with an OPL of less than proficient that were completed after 8/30/2021 will not be included on the EL73 Report. DTCs and STCs need to keep a list of these students because they will not be pre-registered for the SAFT by Pearson.
8/27	Data Extract	ADE extracts EL student data from EL73 Report to be used for the SAFT pre-registrations
9/13	Training	Arizona Training Management System https://az.tms.pearson.com/Account/Login?ReturnUrl=%2f <ul style="list-style-type: none"> All users must have completed the <i>Annual, Placement, and SAFT training requirements</i> by their assigned category
Week of 9/28	Test Materials	SAFT materials delivery window for Grades 1-4 <ul style="list-style-type: none"> DTCs must inventory all received materials and distribute to schools as labeled Do NOT exchange materials between schools
10/01	PAN Account	PearsonAccess ^{next} (PAN) <ul style="list-style-type: none"> AZELLA DTCs will be notified when their PAN account for the SAFT administration has been enabled by Pearson - within 2 business days after ADE verifies all AZELLA FY22 <i>Annual, Placement, and SAFT</i> training requirements have been completed All other user accounts will be enabled by the AZELLA DTC or the AZELLA STC after the PAN user has completed all assigned training requirements
10/01	Test Materials	Additional SAFT paper test materials may be ordered by the DTC (only) through PAN
10/01	Student Registrations	Verify Grades 1-12 EL students have Fall 2021 SAFT registrations in PAN, and complete the “Registration” tab for the pre-registered students in PAN <ul style="list-style-type: none"> Migrant Education program participation SPED program participation EL Status EL Program Services DTCs and STCs must add students to PAN that were not pre-registered by Pearson and who qualify to participate (Create/Edit Students, Register Students, Manage Student Tests, and add online testing students to test sessions)
10/11	Administration	Fall 2021 SAFT administration window opens
11/26	Test Materials	Additional orders for SAFT paper materials closes in PAN
12/03	Phone call	Call UPS to schedule the pick-up of all SAFT materials <ul style="list-style-type: none"> 1.800.823.7459
12/10	Administration	Fall 2021 SAFT administration window closes at the end of the business day
12/17	Test Materials	Scorable and Non-scorable SAFT materials must be shipped out to Pearson <ul style="list-style-type: none"> Boxes not shipped by this date will require the district to cover the costs of overnight shipping of materials so that Pearson receives the boxes no later than 12/23/2021

This document is subject to updates as needed.

**AZELLA**Arizona English Language Learner
Assessment**AZELLA SPRING 2022 (SPR22) REASSESSMENT TEST ADMINISTRATION**

Date(s)	Type	Information and Tasks
11/29 – 12/10/22	Student Counts <i>Grades K-2</i>	DTCs must complete the Spring 2022 Reassessment Participation Counts in PAN for Grades K-2. <ul style="list-style-type: none"> DTCs will be able to access their PAN account for the Spring 2022 Reassessment administration during this 2-week window to complete the Participation Counts
1/03/22	Training	Arizona Training Management System https://az.tms.pearson.com/Account/Login?ReturnUrl=%2f <ul style="list-style-type: none"> All users must complete the <i>Annual and Reassessment training requirements</i> by their assigned category
1/05/22	Verification	Download the EL73 Reports to ensure Grades K-12 EL students are listed on the EL73 Report <ul style="list-style-type: none"> These are the students that will be pre-registered for the SPR22 Reassessment Test by Pearson
1/06/22	Data Extract	ADE extracts EL student data to be used for the SPR22 pre-registrations <ul style="list-style-type: none"> This data will NOT include all eligible EL students required to participate in the Reassessment Test
1/10/22	Student Registrations	Pearson pre-registers eligible Grades K-12 EL students in PAN for the SAFT <ul style="list-style-type: none"> Pearson produces Grades K-2 Pre-ID Labels
Week of 1/18/22	Test Materials	Spring 2022 Reassessment Test materials delivery window for Grades K-2 <ul style="list-style-type: none"> DTCs must inventory all received materials and Pre-ID Labels and distribute to schools as labeled
1/21/22	PAN Account	PearsonAccess ^{next} (PAN) <ul style="list-style-type: none"> AZELLA DTCs will be notified when their PAN account for the SPR22 Reassessment administration has been enabled by Pearson - within 2 business days after ADE verifies all AZELLA FY22 <i>Annual and Reassessment</i> training requirements have been completed All other user accounts will be enabled by the AZELLA DTC or the AZELLA STC after the PAN user has completed all assigned training requirements
1/21/22	Test Materials	Additional SPR22 Reassessment paper test materials may be ordered by the DTC through PAN
1/21/22	Student Registrations	Verify Grades K-12 student SPR22 Reassessment Test registrations, test assignment, and test sessions, and complete the "Registration" tab for the pre-registered students <ul style="list-style-type: none"> Migrant Education program participation SPED program participation EL Status EL Program Services Review the EL73 Reports and add students to PAN that were not pre-registered by Pearson and who qualify to participate (Create/Edit Students, Register Students, Manage Student Tests, and add online testing students to test sessions) <ul style="list-style-type: none"> Submit Work Requests through PAN for newly transferred students who are eligible to be tested Students who are administered a Placement Test after January 1 will not participate in the SPR22 Reassessment Test
1/31/22	Administration	Spring 2022 Reassessment Test administration window opens <ul style="list-style-type: none"> Administer the test earlier in the test window rather than later Review EL73 Reports often as newly transferred students may need to be tested



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AZELLA SPRING 2022 (SPR22) REASSESSMENT TEST ADMINISTRATION		
Date(s)	Type	Information and Tasks
3/04/22	Test Materials	Additional orders for SPR22 Reassessment paper test materials closes in PAN
3/11/22	Phone call	Call UPS to schedule the pick-up of all SPR22 Reassessment Test materials <ul style="list-style-type: none"> • 1.800.823.7459 Do not return SPR22 Reassessment materials before the close of the test administration window because districts are responsible for testing all eligible EL students through 3/18/2022, including students who have transferred into the schools during the test administration window
3/18/22	Administration	SPR22 Reassessment Test administration window closes at the end of the business day
3/25/2022	Test Materials	Scorable and Nonscorable SPR22 Reassessment Test materials must be shipped out to Pearson <ul style="list-style-type: none"> • Boxes not shipped by this date will require the district to cover the costs of overnight shipping of materials so that Pearson receives the boxes no later than 3/31/2022
5/05/2022	Results, Reports and SDFs	Spring 2022 Reassessment Test electronic score reports and data files available through PAN <ul style="list-style-type: none"> • Download and save all SPR22 Reassessment published reports and the Student Data File in PAN from the District and School entities • AZELLA SPR22 Reassessment Test records should show on the SDELL70 Reports or they will be in the AZELLA Corrections application <ul style="list-style-type: none"> ○ Correct AZELLA records by matching the record to the correct student by 6/30/2022
5/13/2022	Student Paper Reports	Spring 2022 Reassessment Test - Individual student paper reports from Pearson due to arrive at the District <ul style="list-style-type: none"> • 1 copy must be distributed to the parents • 1 copy must be placed in the student’s cumulative file

This document is subject to updates as needed.



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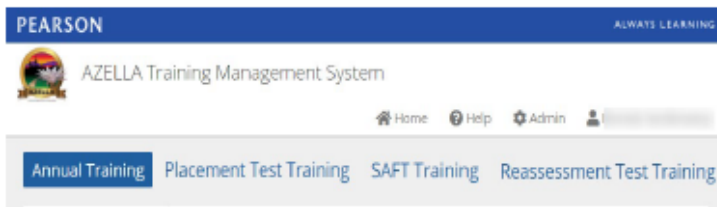
AZELLA Training Requirements 2021-2022

This document provides AZELLA Staff with the training requirements for School Year 2021-2022.

Each AZELLA staff member must complete their required trainings **as associated with their assigned AZELLA role, or category**. Completed training modules **cannot be transferred** between the AZELLA categories in the Arizona Training Management System (ATMS). If you do not know your assigned AZELLA role (category), please ask your AZELLA DTC prior to starting the training modules.

Test Administrators (TA)	Data Entry (DE)	Proctors and Other Staff	District or School Report Only
Technology Coordinator	School Test Coordinator (STC)	District Test Coordinator (DTC)	

The training modules are contained within the tabs in the ATMS as shown in the image below. Use the tabs to select each section of trainings. Assigned training modules **must be completed once per school year**.



1. **Annual** - must be completed prior to other administration modules
2. **Placement** - must be completed prior to tests being administered
3. **SAFT** - Annual and Placement modules **must be completed** prior to the SAFT modules
4. **Reassessment** - Annual modules **must be completed** prior to the Reassessment modules

The AZELLA DTC's PearsonAccess^{next} (PAN) account will be enabled for each test administration after all training requirements have been completed and verified by ADE. The DTC will be able to create or edit and enable the STCs' PAN accounts after the DTC verifies that the STCs have completed all requirements. The DTC and STC will be able to create or edit and enable AZELLA staff PAN accounts, after verification that requirements have been completed. Not all AZELLA staff require a PAN account; however, all AZELLA staff must complete the training modules associated with their assigned role **BEFORE** any AZELLA tests may be administered. It is a **Test Security violation** to administer any AZELLA tests prior to the DTC, STC, and Test Administrators completing ALL requirements for the test administration.

AZELLA Annual Training Requirements - School Year 2021-2022

These Annual training requirements reach across all AZELLA Test administrations for the current school year. These modules must be completed once per school year and before ANY AZELLA tests being administered. The AZELLA DTC must complete all DTC requirements before any staff who require a PearsonAccess^{next} (PAN) account can be added to PAN, and before Test Administrators in the LEA can begin testing students, even when the Test Administrator has completed all the requirements for his or her AZELLA role.

District Test Coordinator (DTC)	School Test Coordinator (STC)	Technology Coordinator	Data Entry
<p>★ All required signatures on the 2021-2022 Assessment Test Coordinator and Security Agreement form must be included and the Agreement sent to Testing@azed.gov.</p>	<p>Sign the AZELLA Test Security Agreement 2021-2022. Collect signed agreements from school AZELLA staff and file with the DTC.</p>	<p>Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA DTC.</p>	<p>Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA DTC.</p>
<p>Sign the AZELLA Test Security Agreement 2021-2022, collect the other signed agreements from the schools, and save all agreement forms for 6 Fiscal Years.</p>	<p>Attest to the STC/DTC to being proficient in the English language by adding your name to the <i>English Language Proficiency Assessment Administrator Attestation</i> form.</p>	<p>[TMS Annual Training Tab]: Test Security and Ethics module</p>	<p>[TMS Annual Training Tab]: Test Security and Ethics module</p>
<p>Attest to all test administrators being proficient in the English language. Complete the <i>English Language Proficiency Assessment Administrator Attestation</i> form and make it available for ADE upon request.</p>	<p>Provide copies of the signed <i>English Language Proficiency Assessment Administrator Attestation</i> form for schools that have been signed by the Test Administrators and Proctors to the DTC.</p>	<p>[TMS Annual Training Tab]: AZELLA Technology module</p>	<p>[TMS Annual Training Tab]: PearsonAccess Next module</p>
<p>[TMS Annual Training Tab]: Test Security and Ethics module</p>	<p>[TMS Annual Training Tab]: Test Security and Ethics module</p>	<p>AZELLA Annual Training modules available in the ATMS on <u>July 5, 2021</u></p>	
<p>[TMS Annual Training Tab]: AZELLA Technology module</p>	<p>[TMS Annual Training Tab]: AZELLA Technology module</p>		
<p>[TMS Annual Training Tab]: AZELLA Basics module</p>	<p>[TMS Annual Training Tab]: AZELLA Basics module</p>		
<p>[TMS Annual Training Tab]: AZELLA Reports and Corrections module</p>	<p>[TMS Annual Training Tab]: AZELLA Reports and Corrections module</p>		
<p>[TMS Annual Training Tab]: PearsonAccess Next module</p>	<p>[TMS Annual Training Tab]: PearsonAccess Next module</p>		

AZELLA Annual Training Requirements - School Year 2021-2022

These Annual training requirements reach across all AZELLA Test administrations for the current school year. These modules must be completed once per school year and before ANY AZELLA tests being administered. The AZELLA DTC must complete all DTC requirements before any staff who require a PearsonAccessnext (PAN) account can be added to PAN, and before Test Administrators in the LEA can begin testing students, even when the Test Administrator has completed all the requirements for his or her AZELLA role.

K-2 Test Administrators	3-12 Test Administrators	AZELLA Proctors	All Other Staff Who Will Have Access to AZELLA Materials, Systems, and Reports
Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA STC/DTC.	Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA STC/DTC.	Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA STC/DTC.	Sign the AZELLA Test Security Agreement 2021-2022 and return it to the AZELLA STC/DTC.
Attest to the STC/DTC to being proficient in the English language by adding your name to the <i>English Language Proficiency Assessment Administrator Attestation</i> form.	Attest to the STC/DTC to being proficient in the English language by adding your name to the <i>English Language Proficiency Assessment Administrator Attestation</i> form.	Attest to the STC/DTC to being proficient in the English language by adding your name to the <i>English Language Proficiency Assessment Administrator Attestation</i> form.	[TMS Annual Training Tab]: Test Security and Ethics module
[TMS Annual Training Tab]: Test Security and Ethics module	[TMS Annual Training Tab]: Test Security and Ethics module	[TMS Annual Training Tab]: Test Security and Ethics module	[TMS Annual Training Tab]: AZELLA Reports and Corrections module <i>District or School Reports Only</i>

AZELLA Placement Administration Training Requirements - School Year 2021-2022

These Placement training requirements must be completed once per school year. The AZELLA DTC must complete all DTC requirements before any staff who requires a PearsonAccessnext (PAN) account can be added to PAN, and before Test Administrators in the LEA can begin testing students, even when the Test Administrator has completed all the requirements for his or her AZELLA role. The Annual training modules must be completed first.

District Test Coordinator (DTC)	School Test Coordinator (STC)	Grades K-2 Test Administrators	Grades 3-12 Test Administrators
★ Create DTC-District AZELLA Placement Test Administration Presentation specific to the district and schools; present it to ALL AZELLA staff; and, retain record of attendance.	Participate in the DTC’s AZELLA Placement Test Administration Presentation	Participate in the DTC’s AZELLA Placement Test Administration Presentation	Participate in the DTC’s AZELLA Placement Test Administration Presentation
[TMS Placement Training Tab]: DTC-STC AZELLA Placement module	[TMS Placement Training Tab]: DTC-STC AZELLA Placement module	[TMS Placement Training Tab]: K-2 Placement module ★ Schools that serve Grades K-2 students	[TMS Placement Training Tab]: 3-12 Placement module ★ Schools that serve Grades 3-12 students
[TMS Placement Training Tab]: K-2 Placement module ★ Districts that serve Grades K-2 students	[TMS Placement Training Tab]: K-2 Placement module ★ Schools that serve Grades K-2 students	Kindergarten Placement Test Administrator for KPT <i>Understand Scoring</i> training and qualification (KPT administrators only)	
[TMS Placement Training Tab]: 3-12 Placement module ★ Districts that serve Grades 3-12 students	[TMS Placement Training Tab]: 3-12 Placement module ★ Schools that serve Grades 3-12 students	Stage II Writing Scorer <i>Understand Scoring</i> training and qualification (may or may not be a Stage II Test Administrator) (only for those who will be scoring the responses)	
Understand Scoring (K-2) qualifications are required only if <u>the DTC</u> will be administering the <i>KPT</i> and/or scoring the <i>Stage II</i> extended Writing responses. Additional Orders will not be approved until schools have qualified KPT administrators and Stage II Writing scorers.	Understand Scoring (K-2) qualifications are required only if the STC will be administering the KPT and/or scoring the Stage II extended Writing responses.	Placement training modules available in the ATMS on <u>July 5, 2021</u> The 2021-2022 Placement Test Administration may begin no sooner than 2 calendar weeks prior to the students first day of instruction <u>and</u> only after the DTC, STC, and TAs have completed the Annual <u>and</u> Placement administration training requirements. This test administration closes on <u>May 13, 2022</u> .	

AZELLA Fall 2021 Stand Alone Field Test Administration Training Requirements

ALL USERS: The Annual and Placement training modules must be completed prior to completing these Stand Alone Field Tests (SAFT) training modules. These modules must be completed before ANY Fall 2021 SAFTs being administered. The AZELLA DTC must complete all DTC requirements before any staff who requires a PearsonAccess^{next} (PAN) account can be added to PAN, and before Test Administrators in the LEA can begin testing students, even when the Test Administrator has completed all the requirements for his or her AZELLA role.

KINDERGARTEN STUDENTS WILL NOT PARTICIPATE IN THE ADMINISTRATION OF THE FALL 2021 SAFT

District Test Coordinator (DTC)	School Test Coordinator (STC)	Grades 1-2 Test Administrators	Grades 3-4 Test Administrators	Grades 5-12 Test Administrators
★ Create DTC-District AZELLA SAFT Administration Presentation specific to the district and schools; present it to ALL AZELLA staff; and, retain record of attendance.	Participate in the DTC’s AZELLA SAFT Administration Presentation	Participate in the DTC’s AZELLA SAFT Administration Presentation	Participate in the DTC’s AZELLA SAFT Administration Presentation	Participate in the DTC’s AZELLA SAFT Administration Presentation
[TMS SAFT Training Tab]: DTC-STC AZELLA SAFT module	[TMS SAFT Training Tab]: DTC-STC AZELLA SAFT module	[TMS SAFT Training Tab]: Grades 1, 2 SAFT module ★ Schools that serve Grades 1 and 2 students	[TMS SAFT Training Tab]: Grades 3, 4 SAFT module ★ Schools that serve Grades 3 and 4 students	[TMS SAFT Training Tab]: Grades 5-12 SAFT module ★ Schools that serve Grades 5-12 students
[TMS SAFT Training Tab]: Grades 1, 2 SAFT module ★ Districts that serve Grades 1 and 2 students	[TMS SAFT Training Tab]: Grades 1, 2 SAFT module ★ Schools that serve Grades 1 and 2 students	Fall 2021 AZELLA SAFT training modules available in the ATMS on <u>September 13, 2021</u> Fall 2021 SAFT administration window is <u>October 11 - December 10, 2021</u> Kindergarten students will NOT participate		
[TMS SAFT Training Tab]: Grades 3, 4 SAFT module ★ Districts that serve Grades 3 and 4 students	[TMS SAFT Training Tab]: Grades 3, 4 SAFT module ★ Schools that serve Grades 3 and 4 students			
[TMS SAFT Training Tab]: Grades 5-12 SAFT module ★ Districts that serve Grades 5-12 students	[TMS SAFT Training Tab]: Grades 5-12 SAFT module ★ Schools that serve Grades 5-12 students			

AZELLA Spring 2022 Reassessment Administration Training Requirements

ALL USERS: The Annual Training modules must be completed prior to completing these AZELLA Spring Reassessment training modules. These modules must be completed before ANY Spring AZELLA Reassessment tests being administered. The AZELLA DTC must complete all DTC requirements before any staff who requires a PearsonAccess^{next} (PAN) account can be added to PAN, and before Test Administrators in the LEA can begin testing students, even when the Test Administrator has completed all the requirements for his or her AZELLA role.

District Test Coordinator (DTC)	School Test Coordinator (STC)	Grades K-2 Test Administrators	Grades 3-12 Test Administrators
★ Create DTC-District AZELLA Spring Reassessment Test Administration Presentation specific to the district and schools; present it to ALL AZELLA staff; and, retain record of attendance.	Participate in the AZELLA DTC's AZELLA Spring Reassessment Test Administration Presentation	Participate in the AZELLA DTC's AZELLA Spring Reassessment Test Administration Presentation	Participate in the AZELLA DTC's AZELLA Spring Reassessment Test Administration Presentation
[TMS Reassessment Training Tab]: DTC-STC Reassessment module	[TMS Reassessment Training Tab]: DTC-STC Reassessment module	[TMS Placement Training Tab]: K-2 Reassessment module ★ Schools that serve Grades K-2 students	[TMS Placement Training Tab]: 3-12 Reassessment module ★ Schools that serve Grades 3-12 students
[TMS Placement Training Tab]: K-2 Reassessment module ★ Districts that serve Grades K-2 students	[TMS Placement Training Tab]: K-2 Reassessment module ★ Schools that serve Grades K-2 students	Spring 2022 AZELLA Reassessment training modules available in the ATMS on <u>January 3, 2022</u> Spring 2022 AZELLA Reassessment Test window is <u>January 31 - March 18, 2022</u>	
[TMS Placement Training Tab]: 3-12 Reassessment module ★ Districts that serve Grades 3-12 students	[TMS Placement Training Tab]: 3-12 Reassessment module ★ Schools that serve Grades 3-12 students		



AZELLA

Arizona English Language Learner Assessment

Eligibility for EL Services and AZELLA Testing

SY 2021-2022

Now that students are returning to in-person learning, ADE is no longer allowing students to be eligible for EL program services without a current AZELLA test record that is less than proficient. Students participating in EL program services without a qualifying AZELLA test score will not pass integrity.

Eligibility for EL Services for SY 2021-2022

Eligibility requirements for EL Services:

1. Students must have a **CURRENT** AZELLA record
 - The **DATE** of the most recent AZELLA record must be from the prior school year (2020-2021) or the current school year (2021-2022)
2. AZELLA record must show an **OVERALL PROFICIENCY LEVEL** (OPL) of less than proficient
 - Pre-Emergent/Emergent, Basic, and Intermediate
3. The **ELIGIBILITY STATUS** of the AZELLA record must show as **Eligible for EL Services**

Student Demographics							
SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language	Gender
[Blurred student information]							
Assessment History							
Date	AZELLA Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name / School Entity ID
03/30/2021	R	7	Basic	Eligible for EL Services	[Blurred]	[Blurred]	[Blurred]
02/28/2020	R	6	Basic	Eligible for EL Services	[Blurred]	[Blurred]	[Blurred]

Figure 1 EL70 Report

ALL continuing EL students entering SY 2021-2022 with an AZELLA record **dated during SY 2020-2021** with an Overall Proficiency Level (OPL) that is less than proficient are eligible for EL program services this school year. These students are not eligible for a new AZELLA Placement Test.



AZELLA

Arizona English Language Learner
Assessment

AZELLA Placement Test Eligibility

Two weeks before the start of school through May 13, 2022

Students who do **not** have an AZELLA test record (Placement **or** Reassessment) from last school year (2020-2021) with a less than proficient OPL will **not pass integrity for EL Services for this school year (2021-2022)** until they have a new AZELLA Placement Test that results in a less than proficient OPL.

Students who require a new AZELLA Placement Test **during the first 2 weeks of instruction** for SY 2021-2022:

- Students who were enrolled in EL Services for SY 2020-2021 and were **NEVER** administered any AZELLA test during SY 2020-2021.
- Students who received an UNDETERMINED result from their SY 2020-2021 AZELLA test.
- Students with any **RED FONT** message on their EL70 Report.
- Students listed on the EL73 Report in EL Group 8.
 - The EL73 Report will not populate with students until school enrollments have been synchronized with AzEDS and school is ready to start.
- Students who are eligible for and have a completed EL Services to Mainstream AZELLA Placement Test Referral form.

Students who require a new AZELLA Placement Test **during the first 30 days of instruction** (and within 2 calendar weeks of school enrollment after the initial 30 days from the first day of instruction) for SY 2021-2022:

- New (*not retained*) Kindergarten students with responses other than English and American Sign Language (ASL) on their Home Language Survey.
 - Contact AZELLA@azed.gov for guidance about retained KG students who were never administered any AZELLA test during SY 2020-2021.
- New-to-AZ public schools Grades 1-12 students who have responses other than English and ASL on their Home Language Survey.



AZELLA

Arizona English Language Learner
Assessment

Fall 2021 AZELLA Stand Alone Field Test (SAFT) Eligibility

October 11 – December 10, 2021

Students who **REQUIRE** an AZELLA SAFT:

- **ALL Grades 1-12** EL students with an AZELLA record dated during SY 2020-2021 and the OPL is less than proficient.
- **ALL Grades 1-12** EL students who are administered an AZELLA Placement Test this school year (SY 2021-2022) **through December 9, 2021** and the OPL is less than proficient.
 - *Kindergarten students will not participate in this field test.*

Spring 2022 AZELLA Reassessment Test

January 31 – March 18, 2022

Students who **REQUIRE** a Spring AZELLA Reassessment Test:

- **ALL** Grades K-12 EL students with an AZELLA record dated during SY 2020-2021 and the OPL is less than proficient.
- **ALL** Grades K-12 EL students who are administered an AZELLA Placement Test **between the start of the school year through December 31, 2021** and the OPL is less than proficient.

Students who **MAY NOT** be administered a Spring AZELLA Reassessment Test:

- Grades K-12 EL students who are administered an AZELLA Placement Test **after January 1, 2022** and the OPL is less than proficient. These students will not be tested again with the AZELLA test until the Spring **2023** AZELLA Reassessment Test administration.



How to Read the EL70 – AZELLA Student Test History Report

LOCATION OF REPORT

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> **Assessments** >> **AZELLA – EL70 – AZELLA Student Test History Report**

PRINTING THE REPORT

It is recommended that this report be printed in the **Landscape Orientation**.

DESCRIPTION OF REPORT

The EL70 – AZELLA Student Test History Report displays all AZELLA tests administered to a student, the most recent EL Program transactions, and the student’s current Fiscal Year Classification.

The EL70 Report is intended to assist Local Educational Agencies (LEAs) in determining the eligibility of a student for EL program services for the current Fiscal Year. The State Student ID (SSID) is required to access a student’s report.

This report is monitored and any misuse is a violation of state and federal law.

STUDENT DEMOGRAPHICS

There are 8 columns of student demographic information. This information is reported to ADE by the LEA.

SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language	Gender
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ASSESSMENT HISTORY

There are 9 columns of AZELLA Test information. Every assessment is displayed in a single row in chronological order (newest to oldest).

Assessment Date	AZELLA Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
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¹AZELLA Test

P = AZELLA Placement Test; R = AZELLA Spring Reassessment Test; Z = AZELLA Form AZ-1 or AZELLA Form AZ-2 Test

²Tested Grade

Grade Level of Test Scored

³Overall Proficiency Level

A determination of Proficient for Overall Proficiency Level on AZELLA requires a Proficient Score on the Reading, Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

**ASSESSMENT DETAILS**

There are 8 column headers with 15 columns of Assessment Details information. The details specific to each of the assessments listed in the Assessment History are displayed in a single row in chronological order.

Date	Kindergarten Placement Test		Total Combined		Reading		Writing		Listening		Speaking		Oral	
	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵

⁴SS

SS = Scale Score

⁵Overall Proficiency Level

P-E/E/B = Pre-Emergent/Emergent/Basic; B = Basic; I = Intermediate; P = Proficient; No PL = No Proficiency Level

MOST RECENT EL PROGRAM TRANSACTIONS

There are 3 columns of the Most Recent EL Program Transactions information. The section will provide up to 3 of the most recent EL Program Transactions in chronological order (newest to oldest).

Date	EL Program	Description
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SEI = This student was enrolled in a Structured English Immersion (SEI) Program. Students who have been enrolled in an SEI Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.

DLI = This student was enrolled in the 50-50 Dual Language Immersion Model. Students who have been placed in the DLI program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.

BW = This student was enrolled in a Bilingual Waiver (BW) Program. Students who have been enrolled in a Bilingual/Dual Language Program will need to be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.

PW = This student was Parent Withdrawn (PW) from receiving EL Services. Students who have been Parent Withdrawn from EL Services continue to have an EL Need and must be tested with the AZELLA Spring Reassessment Test until an Overall Proficiency Level of "Proficient" is attained.

RFEP = This student Reclassified Fluent English Proficient (RFEP) and no longer qualifies for EL Services. Students who have reclassified FEP do not require any further AZELLA testing. Students who demonstrate a language need after being reclassified FEP require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

ILLP = This student was placed on an Individual Language Learner Plan (ILLP). ILLP was discontinued as an EL program after FY 2020.

SPED Withdrawn = This student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team. Students who have been SPED Withdrawn no longer have a language need and do not qualify for EL Services or AZELLA testing. Students who demonstrate a language need after being SPED Withdrawn require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

**CURRENT FISCAL YEAR CLASSIFICATION**

This section is currently under construction. No data is currently being displayed. It is expected to be functioning Fall 2018.

There are 2 columns of the Current Fiscal Year Classification information.

Classification	Description
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EL = English Learner – This student has been administered an AZELLA test and demonstrated a need for a Language Instruction Education Program.

SPED Withdrawn = Not an English Learner – This student was previously in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team; therefore, the student is non-EL and has NOT Reclassified Fluent English Proficient.

IFEP = Not an English Learner – Initial Fluent English Proficient (IFEP). This student has been administered an initial AZELLA test and demonstrated proficiency; therefore, this student is NOT an English Learner (EL).

RFEP = Not an English Learner – Reclassified Fluent English Proficient (RFEP). This student does not qualify for EL Services due to reclassification and does not require any further AZELLA testing. Students who demonstrate a language need after being reclassified FEP require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

FEP1 = Not an English Learner - Monitored Fluent English Proficient (FEP) Year 1. This student demonstrated Proficiency on an AZELLA test and reclassified as Fluent English Proficient. This is the student's first year of required monitoring. This student does not qualify for EL Services due to reclassification and does not require any further AZELLA testing. Students who demonstrate a language need after being reclassified FEP require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.

FEP2 = Not an English Learner - Monitored Fluent English Proficient (FEP) Year 2. This student demonstrated Proficiency on an AZELLA test and reclassified as Fluent English Proficient. This is the student's second year of required monitoring. This student does not qualify for EL Services due to reclassification and does not require any further AZELLA testing. Students who demonstrate a language need after being reclassified FEP require an AZELLA Placement Test Referral Form – [Moving from Mainstream to EL Services](#) prior to being administered an AZELLA Placement Test.



How to Read the EL72 – AZELLA Roster Report

LOCATION OF REPORT

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> Assessments >> AZELLA Reports >> EL72 – AZELLA Roster Report

DESCRIPTION OF REPORT

The EL72 – AZELLA Roster Report displays all the AZELLA Placement and Spring Reassessment Tests that were administered by the LEA/School during the Fiscal Year. The EL72 Report does not vary based on changes in enrollment; therefore, the student always reports in the LEA/School where he/she was AZELLA tested. This is an annual report based on Fiscal Year.

This report is monitored, and any misuse is a violation of state and federal law.

ASSESSMENT DETAILS

There are 14 columns headers of Assessment Details information.

SSID	Last Name	First Name	AZELLA Test ¹	Tested Grade ²	Stage	Overall PL ³	KPT SS ⁴	Total Combined SS ⁴ - PL ³	Reading SS ⁴ - PL ³	Writing SS ⁴ - PL ³	Oral SS ⁴ - PL ³	Assessment Date	Eligibility Status
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¹AZELLA Test

P = Placement; R = Reassessment

²Tested Grade

Grade Level of Test Scored

³PL

PL = Proficiency Level

PrE = Pre-Emergent; PrE/E = Pre-Emergent/Emergent; PrE/E/B = Pre-Emergent/Emergent/Basic; E = Emergent; B = Basic; B/I = Basic/Intermediate; I = Intermediate; P = Proficient; No PL = No Proficiency Level

⁴SS

SS = Scale Score



How to Read the EL73 – EL Student Need Report

LOCATION OF REPORT

This report is in ADEConnect. An ADEConnect account is required with the role of AZELLA District Test Coordinator or the role of ELL.

ADEConnect >> Assessments >> AZELLA Reports >> EL73 – EL Student Need Report

DESCRIPTION OF REPORT

The EL73 – EL Student Need Report displays all students in an LEA/School that have an EL Need. Once a student attains an Overall Proficiency Level of “Proficient” on the AZELLA or is Withdrawn due to SPED Criteria from EL Services, the student will no longer appear on this report. The information reflected on this report is based on the accuracy of the data submitted to AzEDS by an LEA/School for the current and/or prior Fiscal Year(s). Integrity errors, incorrect testing of EL students, and other factors - like delayed reporting by other schools - will impact this report’s ability to capture an EL Need. Schools are responsible for verifying and supporting the needs of their students.

This report is monitored, and any misuse is a violation of state and federal law.

STUDENT DEMOGRAPHICS

There are 9 columns of student information.

SSID	Last Name	First Name	Grade	Overall Proficiency Level ¹	EL Group ²	Last AZELLA Test	Current School Enrollment Entry Date	Concurrently Enrolled Student ³
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¹Overall Proficiency Level

PrE = Pre-Emergent; PrE/E = Pre-Emergent/Emergent; PrE/E/B = Pre-Emergent/Emergent/Basic; E = Emergent; B = Basic; B/I = Basic/Intermediate; I = Intermediate; P = Proficient; No PL = No Proficiency Level

²EL Group

1 = EL Need and NO current Fiscal Year EL Services enrollment;

2 = EL Need and current Fiscal Year EL Services enrollment;

4 = Student has an EL Need but was Parent Withdrawn from receiving EL Services for the current Fiscal Year. Students who have been Parent Withdrawn from EL Services continue to have an EL Need and must be tested every spring with the AZELLA Reassessment Test until an Overall Proficiency Level of “Proficient” is attained;

8 = Student requires an AZELLA Placement Test due to an outdated AZELLA test record with an EL Need that has not been addressed or an Undetermined test record.

³**Concurrently Enrolled Student** - If a student is concurrently enrolled in more than one school, all schools will display as “Yes.” The school that provides EL program services or ELA instruction is the responsible school for administering the AZELLA.



EL Data & Reports

[Link to EL Data Resources](#) (*linked*)

Notes:



Statewide EL Data & Accountability

[Link to Accountability Resources](#) *(linked)*

Notes:



EL Model Implementation & Monitoring 101

[Link to Resources for the LDA & SEI Models](#) *(linked to supports at the end of e-binder)*

Notes:

EL Monitoring 101

OELAS monitors district and charter schools (Local Educational Agency (LEA) to ensure they have procedures in place to properly identify and provide services to students who qualify for English learner (EL) services. In addition, the monitoring process ensures LEAs monitor and regularly assess the progress of all ELs as well as recently reclassified ELs.

Notes:



EL Funding: Title III & SEI Budget



Acronym	What Does It Stand For?
GME	
LEA	
CNA	
RCA	
SIAP	
LIAP	
USFR	
HL	
EL	
RS	
SA	
SNS	

What are the steps to complete **BEFORE** you work on your funding application?

- 1) Comprehensive N_____ (C N __)
- 2) R_____ A_____ (R __ A)
- 3) Site _____ Plan(s) (S __ P)
- 4) LEA Integrated _____ (L I ____)



EL Funding: Title III & SEI Budget *(continued)*

What are two additional expenditures that we must see in your funding application, aside from general expenses that further your language instruction educational program?

Thing One:

Thing Two:

What are the two types of review done in our office as your grant moves through the review process?

1.

2.

Where will you look to find out what information is still needed or what edits must be made to your funding application or LIAP?

General Notes:



Resources for Title III & SEI Budget:

[Link to Title III Resources](#) (*linked*)

Title III funds are Federal grant funds administered by the Arizona Department of Education to eligible entities in the state to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. Funds are to be used to provide supplemental programming and services to improve the education of English learners through effective professional development activities which improve the knowledge and skills of staff responsible for providing instruction and also to promote parental, family, and community participation in language instruction educational programs for eligible English learners.

Planning Tool Navigator

- ▶ Title III Allocations
- ▶ Title III Funding Guidance
- ▶ ADE Cross-Agency Funding Presentations
- ▶ Title III Process and Updates Meeting Documents
- ▶ Emergency Immigrant Education Program
- ▶ Services to Private Schools
- ▶ Title III Allocations Archive

[Link to SEI Budget Resources](#) (*linked*)

Arizona Revised Statutes §15-756.01, §15-756.03, and §15.756.04 establish procedures and provide a mechanism for determining and funding the incremental costs for educating English Learner (EL) students who are participating in Structured English Immersion (SEI) programs approved by Arizona's State Board of Education. Districts and charter schools have an opportunity to apply for funding through the SEI Fund Application request through §15-756.03(A).

The application and process has been completed for FY 2022. The SEI Budget process for FY 2023 will open March 1, 2022.



EL Forms & Documentation

Required EL Forms

EL Form	Notes
Home Language Survey (HLS)	
Initial AZELLA Assessment (<i>Rapid Report and/or EL70</i>)	
Annual AZELLA Reassessment (<i>Rapid Report and/or EL70</i>)	
Parental Notification and Consent Form	
Parent Request for Withdrawal from an English Learner Program	
Notification of Reclassification	
Two-Year Monitoring Form for Fluent English Proficient Students	
Written Individualized Compensatory Plan (WICP)	
AZELLA Placement Test Referral form: EL to Mainstream	
AZELLA Placement Test Referral form: Mainstream to EL	



EL Forms & Documentation (*continued*)

EL Form Requirements

EL Form	Required For
Home Language Survey (HLS)	All students enrolled (<i>EL & Non-EL</i>)
Initial AZELLA Assessment (<i>Rapid Report and/or EL70</i>)	All students with a Primary Home Language Other Than English(PHLOTE) (<i>EL; Non-ELs with an Initial Proficient Score</i>)
Annual AZELLA Reassessment (<i>Rapid Report and/or EL70</i>)	All ELs (<i>including Parent Withdrawn</i>)
Parental Notification and Consent Form	All enrolled ELs
Parent Request for Withdrawal from an English Learner Program	Identified ELs when applicable
Notification of Reclassification	FEPs when applicable
Two-Year Monitoring Form for Fluent English Proficient Students	All ELs & FEPs when applicable
Written Individualized Compensatory Plan (WICP)	All ELs & FEPs when applicable
AZELLA Placement Test Referral form: EL to Mainstream	Any student when applicable
AZELLA Placement Test Referral form: Mainstream to EL	Any student when applicable

Resources for EL Forms:

[Link to EL Forms Webpage \(*linked*\)](#)

[Self-Paced Guidance: EL Forms & Documentation \(*linked*\)](#)



Q & A with OELAS Regional Specialists

Notes:



EL Coordinator Tasks

First Things First

- Establish:
 - ✓ AZELLA Test Coordinator (training, materials, etc.)
 - ✓ Student Information System contact (student data, AzEDS)
 - ✓ EL funding contact (Title III, SEI, etc.)

Fall and Beginning of the Year Tasks

- Identify continuing English Learners including students that are withdrawn by parent request (PWs)
- Review Home Language Survey to determine eligible students for assessment
- Administer AZELLA Placement tests (within the first 30 days of school or 2-weeks after enrollment)
- Determine and plan for selected SEI Model(s)
- Confirm program placement (SEI program) in your student information system
- Ensure master, classroom, and student schedules include the required number of daily minutes (Targeted and Integrated ELD Instruction)
- Send home Parental Notification and Consent forms and file once parents have signed & returned (within the first 30 days of school or 2-weeks after enrollment)

Throughout the School Year/Ongoing Tasks

- Identify training needs based on selected SEI Model(s)
- Check teacher qualifications and SEI Endorsement Course
- Internal monitoring procedures
 - ✓ Classrooms
 - ✓ Files
 - ✓ EL student lists
 - ✓ Program membership in AzEDS
- Analyze data trends & recognize professional learning needs
- Complete and file the Written Individualized Compensatory Instruction Plan (WICP); when applicable

Spring and End of the School Year Tasks

- AZELLA Reassessment Window (all EL students including PWs)
- Complete and file 2-Year Monitoring form for FEP 1 & FEP 2 students
- Complete and send home the Parent Notice of Reclassification form (if applicable)



Regional Specialist Contact Information

Region/County	Specialist	Phone	Email
Central Valley (Maricopa and Gila)	Roxanne Reese	602-542-3302	Roxanne.Reese@azed.gov
Central Valley (Maricopa and Gila)	Tina Dupont Soto	602-364-0519	Tina.Dupont-Soto@azed.gov
Eastern Arizona (Apache, Santa Cruz, Navajo, Graham, Greenlee, Cochise, Pinal)	Andrea Grabow	602-364-1806	Andrea.Grabow@azed.gov
Northwest Arizona (La Paz, Coconino, Mohave, Yavapai)	Cristina Brownfield	602-542-5142	Cristina.Brownfield@azed.gov
Southwest Arizona (Pima, Yuma)	Ecaterina Avelar	602-542-2765	Ecaterina.Avelar@azed.gov

*If you are unsure of who your regional specialist is, please inquire at OELAS@azed.gov.

Additional Contact Information

For Questions About...	Contact/Position	Phone	Email
EL Data and Reports	Micky Gutier <i>Education Program Specialist - EL Data</i>	602-542-7469	Micky.Gutier@azed.gov
EL Funding	Nicole von Prisk <i>Director of Title III and EL Funding</i>	602-542-3029	Nicole.vonPrisk@azed.gov
Professional Learning/SEI Endorsement	Stephania Lenzi <i>Director of Professional Learning</i>	602-542-3107	Stephania.Lenzi@azed.gov
For Questions About...	ADE Website	Email	
AZELLA Assessment	https://www.azed.gov/assessment/azella-dtcs	azella@azed.gov	
Accountability and Research	https://www.azed.gov/accountability-research	achieve@azed.gov	
Certification	https://www.azed.gov/educator-certification	certification@azed.gov	



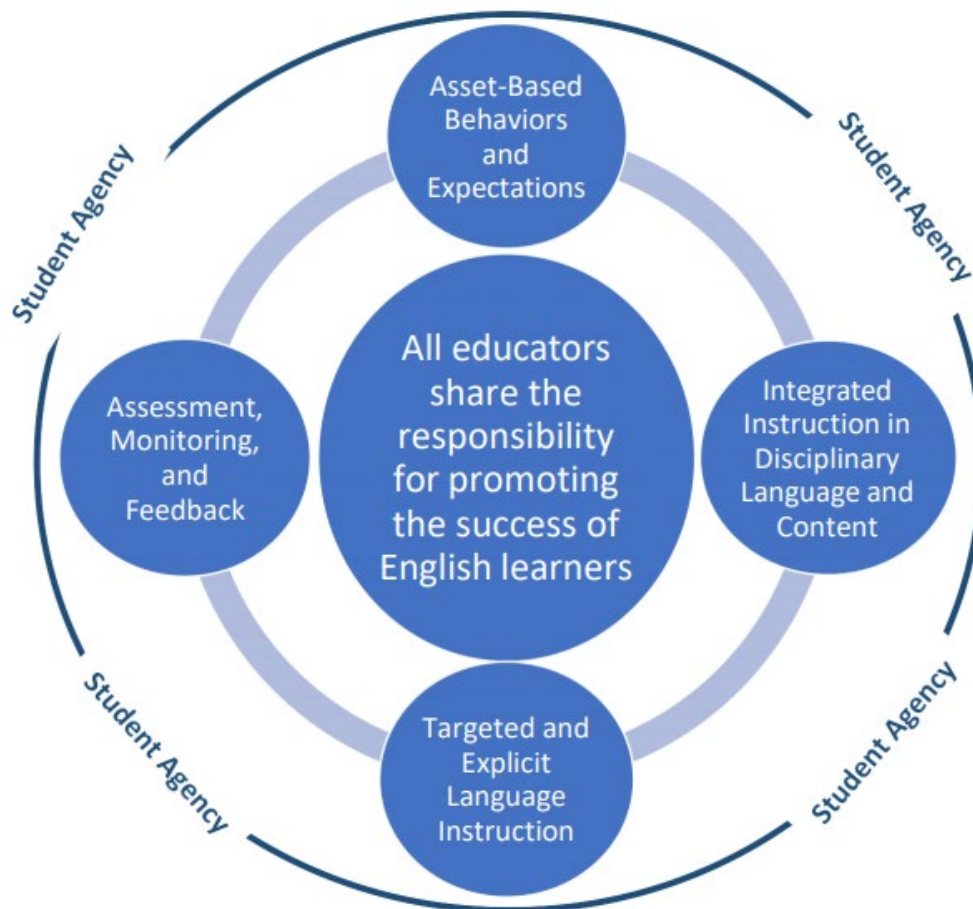
Additional Resources & Links



Arizona’s Language Development Approach

[Link to Arizona’s Language Development Approach](#) (*linked*)

Underlying Arizona’s Language Development Approach is the foundational understanding that English learner (EL) students are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools. The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona’s EL students. The outer ring identifies the overarching goal of language and content instruction for English learner students; through implementation of the four principles, Arizona’s EL students will develop a sense of agency, confidence, and determination.





Arizona’s SEI Models

[Link to Arizona’s SEI Program Model Webpage](#) *(linked)*

The Arizona State Board of Education is charged with developing and adopting research-based models of structured English Immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statute (A.R.S.) §15-756.01 requires that the models include a minimum of 120 minutes per day of English language development (ELD) for grades K5, and a minimum of 100 minutes per day of ELD for grades 6-12. Additionally, approved instructional models must adhere to the following criteria: 1. Provide coherent instruction aligned with this state's English Language Proficiency Standards. 2. Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies. 3. Include access to complex language content through grade-level textbooks with appropriate supports. 4. Include parental engagement strategies. Full text of the law regarding the responsibilities and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1, ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Approved SEI Models:

[Pull-Out Model](#) *(linked)*

[Two-Hour Model](#) *(linked)*

[Newcomer Model](#) *(linked)*

[50-50 Dual Language Immersion Model](#) *(linked)*

Arizona’s SEI Model Implementation

[Link to Arizona’s SEI Program Model Implementation Guide](#) *(linked)*

This resource provides implementation guidance for the four SBE Approved SEI models. The guidance is organized around four crucial areas for consideration when selecting and implementing a program: foundational practices, instruction, staffing, and scheduling. Foundational Considerations English learner (EL) students are valuable members of our education community, and all individuals at every level of the educational system must have an active role in ensuring their success and achievement. To that end, foundational considerations have been explicitly identified in all four SEI models.

Professional Learning that is directed to and aligned to the SEI Models: *(image below is linked)*

▼ SEI Models Overview Training

[SEI Models Overview Presentation](#)

[SEI Models Overview Note Catcher](#)

[SEI Models Overview – Questions & Responses](#)

[Integrated Instruction in Disciplinary Language and Content](#) **(Classroom Video)**

[Newcomer Model](#) **(Classroom Video)**

[Targeted and Explicit Language Instruction](#) **(Classroom Video)**

[50-50 Dual Language Immersion Model](#) **(Classroom Video)**

SEI Overview for Classroom Teachers: A Virtual Experience

[SEI Overview for Classroom Teachers Presentation](#)

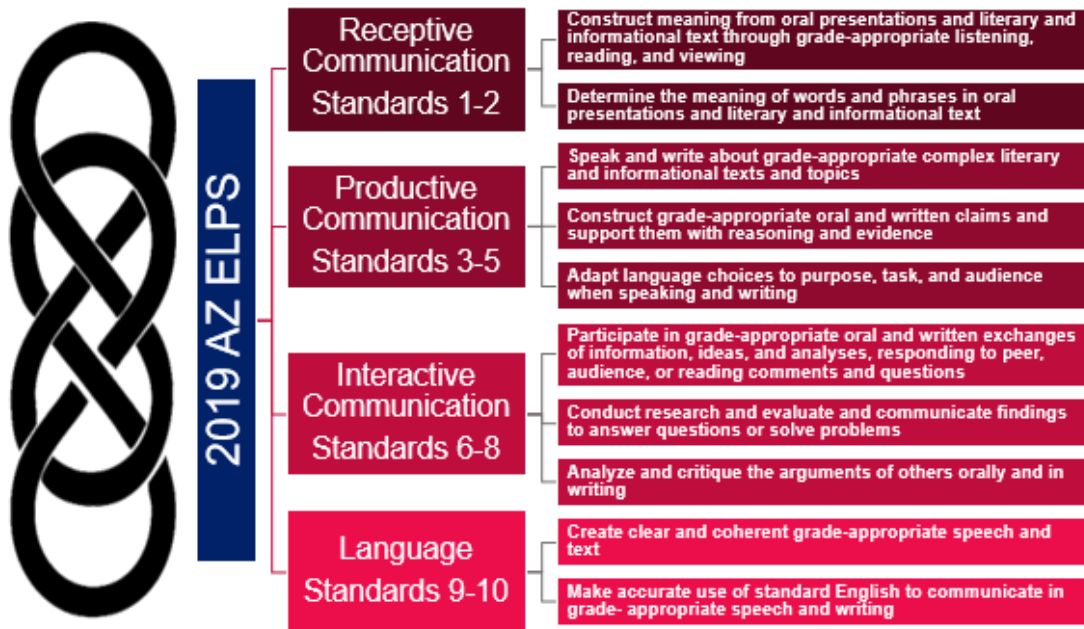
[SEI Overview for Classroom Teachers Virtual Training Note-catcher](#)



2019 English Language Proficiency Standards

English Language Proficiency Standards Guidance Document (linked)

The 10 ELP Standards are designed for use by English Language Development (ELD) specialists and content-area teachers in both English language development (targeted instruction) and content-area instruction (integrated instruction). English Language Development (ELD) specialists must provide explicit language instruction focused on the ELP Standards. Content-area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students’ engagement with rich content and fuel their academic performance. Far greater collaboration and sharing of expertise are needed among ELD specialists and content-area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2). ELP Standards facilitate language acquisition that takes place across the content areas and fosters collaboration among educators.



Modes of Communication



ELP Standards focus on the language skills, knowledge, and abilities that will allow for EL students to engage in content learning in English. The standards, instruction, and curriculum are designed for students to understand how English functions within the four domains of reading, writing, listening, and speaking.



Receptive Communication focuses on the comprehension of spoken and written language. Listening actively to spoken English in a range of social and academic contexts to determine the meaning, and comprehending the ideas and information presented in a variety of texts and multimedia sources.



Productive Communication focuses on the delivery of oral and written communication to convey a message. Expressing ideas and information with others through oral conversations and presentations on a range of social and academic topics, composing pieces of writing to share ideas, information, or beliefs while using precise vocabulary and language structures to effectively communicate.



Interactive Communication focuses on the engagement in dialogue; communicating with and listening to others. Interacting and exchanging information, ideas, or beliefs through oral and written conversations in various communicative forms. Along with clarifying meaning through the use of questions and statements, and adapting language choices to various tasks, purpose, audience, and text type.



Professional Learning Opportunities

[Link to OELAS Professional Learning Opportunities](#) (linked)

Self-Paced Modules and Resources:

- ▶ Language Development Approach (LDA)
- ▶ Structured English Immersion (SEI) Models
- ▶ English Language Proficiency Standards (ELPS - 2019)
- ▶ ELD Instruction
- ▶ Specifically For Administrators

To view all OELAS PD offerings, go to our agency's [Events Listing](#), and select Office of English Language Acquisition Services from the Program Area drop-down menu.

OELAS Event Registration Support

Registration is OPEN for Fall Cohorts!

(images below are linked)

2019 ELP Standards | Fall Cohort | 4:00pm-7:00pm | [Link to Register](#)

Thursday, October 14, 2021 | 4:00pm-7:00pm

Thursday, October 21, 2021 | 4:00pm-7:00pm

Thursday, October 28, 2021 | 4:00pm-7:00pm

▶ 2019 ELPS Series Details and Resources to Prepare

OELAS LDA Series: Laying the Foundation with Arizona's Language Development Approach

Fall Cohort | 4:00pm-6:00pm | [Link to Register](#)

Thursday, September 9, 2021 | 4:00pm-6:00pm

Thursday, September 16, 2021 | 4:00pm-6:00pm

Thursday, September 23, 2021 | 4:00pm-6:00pm

Thursday, September 30, 2021 | 4:00pm-6:00pm

Thursday, October 7, 2021 | 4:00pm-6:00pm

▶ LDA Series Details

Teaching Reading Effectively: Enrichment for Teachers of English Learners

Fall Cohort | 4:00pm-7:00pm | [Link to Register](#)

Monday, September 20, 2021 | 4:00-7:00PM

Monday, October 4, 2021 | 4:00-7:00PM

Monday, October 18, 2021 | 4:00-7:00PM

Monday, November 1, 2021 | 4:00-7:00PM

Monday, November 15, 2021 | 4:00-7:00PM

▶ TRE for Teachers of ELs - Course Details



Foster Care Education

[Link to Foster Care Education Webpage \(linked\)](#)

Arizona Department of Education's Foster Care Education Program

School Stability

The Arizona Department of Education's (ADE) Foster Care Education Program was birthed out of the [Every Student Succeeds Act](#) (ESSA) Title I, Part A [school stability provisions](#). Through the language of this federal education legislation, students in foster care have the right to remain in their school of origin. Local Educational Agencies (LEA) need to collaborate with the child welfare agency (CWA) to ensure that students in foster care receive transportation to their school of origin. If it is not in the best interest for the student in foster care to remain in their school of origin, that student in foster care should be immediately enrolled into the new school.

Eligibility & Definitions

Students are considered to be in *foster care* if they meet the criteria detailed in the federal definition of foster care. [Foster care](#) is defined as 24-hour (a day)* substitute care for children placed away from their parents or guardians and for whom the child welfare agency (Department of Child Safety, tribal foster care, or a local child welfare agency)* has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.**

*Parentheses added for clarity.

**Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from the U.S. Department of Education and the U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of ESSA.

Another important change from ESSA states that 'awaiting foster care placement' be removed from the definition of 'homeless children and youths' found in the McKinney-Vento Act; thus students in foster care are their own population now within the school system. Schools need to identify their students in foster care for the purposes of reporting student achievement data, graduation rate, and to implement the ESSA school stability provisions.

[School of origin](#) is defined as the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Collaboration

ESSA states that points of contact (POC) be designated from both the CWA & the LEA to facilitate collaboration. The LEA POC (or foster care liaison) may also serve as both the foster care liaison and the McKinney-Vento liaison. Click on the links below to locate the appropriate contact:

[CWA POCs](#)

[LEA POCs](#) (also referred to as foster care liaisons)

The CWA leads the [Best Interest Determination](#) (BID) process to determine if students in foster care should remain in their school of origin or be immediately enrolled in their new school. This process should be holistic & include input from the student, biological parent/guardian, foster caregiver, school of origin, & any potential new school.

Transportation

LEAs and the CWA share the responsibility of transporting students in foster care to their school of origin. Utilize this [procedural document](#) to ensure students in foster care are transported in a cost-effective & timely manner. Within ADE's Title I monitoring, LEAs submit their [foster care transportation plans](#) every six years.

We strongly encourage educators, parents, and community members to visit [ADE's Foster Care Education Program website](#) for more information about our program. For assistance in serving students in foster care, contact ADE's Foster Care Education Coordinator, Joey Taylor at Joey.Taylor@azed.gov.



Homeless Education Program

[Link to Homeless Education Program Webpage](#) (linked)

Arizona Homeless Education Program (HEP)

Mission Statement

The mission of the Homeless Education Program is to ensure that homeless children and youth have access to a free, appropriate public education, comparable to that provided to the children of any Arizona resident and consistent with Arizona's mandatory school attendance laws.

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is included in the Every Student Succeeds Act (ESSA) of 2015. The reauthorization requires that children and youths experiencing homelessness are immediately enrolled in school and have educational opportunities equal to those of their non-homeless peers. The statute requires every public-school district and charter holder to designate a Homeless Liaison to ensure that homeless students are identified, and their needs are being met.

To supplement services to these children and youths, the U.S. Department of Education provides funding for state and local activities. These dollars are allocated to the local education agencies through a competitive grant process, based on need and program quality.

Identification

- [Identifying Children and Youth in Homeless Situations](#)
- [How To Identify Homeless Students In Doubled Up Situations](#)
- [Confirming Eligibility for McKinney Vento Rights and Services](#)
- [Supporting the Education of Unaccompanied Homeless Students](#)

Immediate Enrollment

- [Enrolling children and youth experiencing homelessness in school](#)
- [AZ sample eligibility questionnaire](#)

Resources

The Arizona Homeless Education Program is supported by:

- [National Center for Homeless Education \(NCHE\)](#)
- [National Alliance for the Education of Homeless Children and Youth \(NAEHCY\)](#)
- [School House Connection](#)

We strongly encourage educators, parents, and community members to visit the Arizona Homeless Education Program website at www.azed.gov/homeless for more information about our program. Inquiries about the Arizona Homeless Education Program can be e-mailed to: Homeless@azed.gov.



Migrant Education Program

[Link to Migrant Education Program Webpage \(linked\)](#)

Arizona Migrant Education Program (MEP)

Mission Statement

The Arizona Migrant Education Program (MEP) is a federally-funded, state operated program which was reauthorized under Every Student Succeeds Act (ESSA) Title I Part C. Our mission is to impact teaching and learning in K-12 classrooms so that migratory students achieve high academic success. This program provides supplemental services to students of Migratory Workers from the ages of three through twenty-one and provides funding and support to Local Educational Agencies (LEAs). The LEAs are required to provide the structure, support, and scope of available services to Migratory students to ensure their achievement of higher academic standards and graduation from high school.

Identification & Recruitment

The program goals of the AZ MEP are to support the identification and recruitment of migratory children, youth, and their families, and provide them with data-driven, evidence-based supplemental educational programs and support services based on their needs.

Data

- To be considered a migratory student (participant in the MEP), a student must have a state final approved Certificate of Eligibility (COE) on file in MIS2000 (Migrant Education Program has very specific requirements a student and family must meet to qualify for the program. The family has to have worked in agriculture or fishing within the last three years and have mobility to potentially qualify for the MEP program).
- By law, Priority for Service (PFS) students must receive services first.
- State MEP staff manage all data for the program through the MIS2000 (state) and MSIX (federal) Migrant Databases (Access to both databases is only available to MEP Staff, and can only be given by contacting the State MEP Staff at the Arizona Department of Education).

Grants and Family Engagement

MEP funds are used to provide supplemental services that are above and beyond Title I-A Support high quality and comprehensive educational programs for migratory children in an effort to help reduce the educational disruptions and other problems that result from repeated moves. Supplemental expenses should be used for items that are both beyond what is provided in mainstream classrooms or to mainstream teachers **and a necessity for migratory students.**

Identification and Recruitment

- [Arizona MEP webinars and other ID & R resources](#)
- [IDRC webinars and links to view past webinars on topics related to ID&R](#)
- [Eligibility scenarios developed by IDRC to help personnel test their knowledge of MEP eligibility](#)
- [Past webinars from iSOSY \(formerly GOSOSY\) about serving out-of-school youth \(OSY\)](#)
- [The Office of Migrant Education website with ID&R tools, curriculum, and policy FAQs](#)

Resources

The Arizona Migrant Education Program is composed of the following three areas:

- **Identification & Recruitment** (*Zujaila Ornelas, State ID&R Coordinator*)
- **Data** (*Patrick Bohanan, State Data Specialist*)
- **Grants & Family Engagement** (*Lea Bryant, State Grants & Family Engagement Specialist*)

We strongly encourage educators, parents, and community members to visit the Arizona Migrant Education Program website at www.azed.gov/migrant for more information about our program. Inquiries about the Arizona Migrant Education Program can be e-mailed to our staff at MEPInbox@azed.gov.