Assessments Friday Focus Webinar Series

Webinar #2:
AZEELLA Reassessment Domain Scoring

Audra Ahumada
Deputy Associate Superintendent of Assessment
Arizona Department of Education
Welcome to Webinar #2 AZELLA
Reassessment Domain Scoring

This webinar will be recorded and posted on the ADE Assessments webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create an FAQ which will be posted on the Assessment Webpage.
Welcome and Overview

- Background and History of Exiting Students with Disabilities
- AZELLA Domain Scoring
- Next Steps for LEAs
- General ELP Assessment Updates
  - SAFT
  - Alternate ELP Assessment (CAAELP)
Arizona’s English Language Proficiency Assessment is an English Language Acquisition Assessment. Its purpose is to:

- Determine if a child has an English Language need and will need additional services and supports
- Measure growth from one point (typically Placement Test) to a second point (typically Reassessment Test)
History and Background of Exiting Students with Disabilities

- Arizona allowed IEP teams to utilize the “Sped Withdrawal” for many years (and prior to 2019) to exempt any student with a disability from taking any parts of the AZELLA.

- Arizona was notified that we must enter and exit all students the same way
  Entrance: Home Language Survey - other than English
  Exit: Proficiency on AZELLA

- Established EL and Special Education Taskforce
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.

The **ONLY** way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a “valid and reliable ELP Assessment”.
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.

Because section 3113(b)(2) of the ESEA requires a State to implement statewide exit procedures, a student who meets the exit procedures is no longer an EL for ESEA purposes...
Exit Criteria – Same for all Students

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 | National Title I Association)
Individual Education Program Teams

IEP Teams do not have the authority to exempt students from any assessment, including AZELLA.

IEP Teams should not be utilizing electronic IEP programs to exempt students from participating in AZELLA.
Established EL and Special Education Taskforce

ARIZONA DEPARTMENT OF EDUCATION

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EL and Special Education Taskforce

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https://www.azed.gov/assessment/taskforce
Dual Labeled Students: Frequently Asked Questions

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 (PLAAFP), goals and objectives, 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](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](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?**

   Contact ADE AZELLA team for additional guidance. AZELLA Inbox: AZELLA@azed.gov.
Allowance of Domain Scoring

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.
A determination that a disability precludes assessment in one or more domains must be made on an individualized basis by the child’s IEP Team, the student’s 504 team or, for students covered under Title II of the ADA, by the team or individual designated by the LEA to make those decisions.
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.
The Department expects that only in very rare circumstances will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that the vast majority of ELs with disabilities will be able to be assessed in all four domains, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with significant cognitive disabilities.
Utilizing Domain Scoring

- 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 | National Title I Association)
Addressing the Needs of Dual Labeled Students

If a student with an IEP is also an English learner (EL), the IEP should include specific language learning goals for a second language, in addition to special education services and supports.

A well-crafted standards-based IEP for ELs with disabilities should contain goals for teaching and learning the complex academic language needed to learn the content standards.

Incorporating language learning goals into the IEP requires close collaboration between general education, special education, and English as a Second Language or bilingual education teachers.

https://nceo.info/standards_and_accountability/standards_based_iesp
Communication to DTCs, EL Coordinators and Special Education Directors is posted on the ADE Assessment’s Webpage: AZELLA DTCs

AZELLA Domain Scoring Letter to Stakeholders:
AZELLA Infographic

2021-2022 AZELLA

AZELLA 2021-2022 Placement
Two weeks before the start of school through May 13, 2022

Test Windows
AZELLA Spring 2022 Reassessment
January 31 – March 18, 2022

AZELLA Stand-Alone Field Test
October 11 – December 10, 2021

New AZELLA First Operational Administration Spring 2023 Reassessment

- Aligned to new ELP Standards
- New grade configuration (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12)
- Will focus on productive, receptive, and interactive language from the ELP Standards

- Will no longer have domain-specific sections (L,R,W, and S)
- Will have units; may have thematic sets of Reading and Writing items or Listening and Speaking items in one unit
- New Sample Tests will be available in late Spring 2022

Coming Soon – NEW Alternate ELP Assessment

- For students with significant cognitive disabilities
- CAAELP Website: https://altelpa.org

- Item Try-outs/Pilot – Fall 2022
- Field Test / Operational – Spring 2023

Accessibility

- Requests for Additional Accommodations / Special Paper Version tests must be submitted to ADE for review and approval by August 30, 2021
- ADE’s review and approval for Additional Accommodations/SPV are required before AZELLA can be administered

- Transition to Braille versions for AZELLA Stages III - V – Contact ADE
- Domain Scoring (for eligible students only) – Contact ADE

Entrance and Exit Criteria

- Entrance: Home Language Survey (upon first AZ enrollment, beginning Kindergarten) determines eligibility for AZELLA Placement Test

- Exit: Proficiency on AZELLA – Overall Proficiency Level of Proficient (Proficient score in Reading, Writing, and Total Combined)

Contact / Important Links

- AZELLA Inbox: AZELLA@azed.gov
- PearsonAccessnext: https://az.pearsonaccessnext.com/customer/index.action

Committees Applications:
- Assessment Section Committee Application
- Parent/Community Assessment Review Application
Start planning for the Fall 2021 SAFT

• Required Training – September 13
  • DTC-STC Fall 2021 SAFT
  • 1-2 SAFT
  • 3-4 SAFT
  • 5-12 SAFT
  • DTC Created Training Module (for all AZELLA staff)

• Student Registrations – October 1
  • Some students will be pre-registered
  • Other students will require a manual enrollment

2 Test Administrations - concurrent
• 2021-2022 Placement Test
• Fall 2021 Stand-Alone Field Test
  • October 11 – December 10, 2021

Don’t wait until the end of the SAFT testing window to start testing! Be ready to start testing on **October 10**

Students in Kindergarten will not participate in the AZELLA SAFT
Test Administration Times

**How long is the test?**

- **Grade 1; Grade 2**
  - **Unit A** ~ 12 questions
  - **Unit B** ~ 12 questions
  - **Unit C** ~ 9 questions

- **Grade 3; Grade 4**
  - **Unit A** ~ 15 questions
  - **Unit B** ~ 10 questions
  - **Unit C** ~ 12 questions

- **Grades 5 – 12**
  - **Unit A** ~ 16 questions
  - **Unit B** ~ 12 questions
  - **Unit C** ~ 12 questions

**Estimated Administration Times**

- **Grade 1; Grade 2**
  - **Unit A** - 30 minutes
  - **Unit B** - 30 minutes
  - **Unit C** - 30 minutes

- **Grade 3; Grade 4**
  - **Unit A** - 30 minutes
  - **Unit B Part 1** - 30 minutes
  - **Unit B Part 2** - 20 minutes
  - **Unit C** - 20 minutes

- **Grades 5 – 12**
  - **Unit A** - 35 minutes
  - **Unit B** - 50 minutes
  - **Unit C** - 20 minutes
AZELLA SAFT Modes of Administration

• Grade 1 – paper-and-pencil, Unit C (Speaking) phone administration
• Grade 2 – paper-and-pencil, Unit C (Speaking) phone administration
• Grades 3, 4 – online, Extended Writing (ER) item paper-and-pencil
• Grades 5, 6 – online
• Grades 7, 8, 9 – online
• Grades 10, 11, 12 – online
Thank you!

For questions, please contact us at: AZELLA@azed.gov