

PELL MEETING



Kathy Hoffman
Superintendent of Public Instruction

Welcome

PELL Members

May 9, 2019

Practitioners of English Language Learning (PELL)

May 9, 2019

8:30 AM – 3:30 PM

Black Canyon Conference Center
9440 North 25th Avenue
Phoenix, AZ 85021

Agenda

8:30 – 9:00	Registration and Breakfast
9:00 – 10:15	General Session
	Opening and Welcome
	<ul style="list-style-type: none">▪ Micky Gutier – Education Program Specialist – OELAS▪ Kathy Hoffman – Superintendent of Public Instruction - ADE▪ Kate Wright – Deputy Associate Superintendent – OELAS
	Grant Updates
	<ul style="list-style-type: none">▪ Nicole von Prisk – Director of Title III and EL Funding – OELAS
	FY 2019 EL Accountability
	<ul style="list-style-type: none">▪ Accountability Team – ADE
	AZELLA Updates
	<ul style="list-style-type: none">▪ Audra Ahumada – Deputy Associate Superintendent – ADE Assessment Section
10:15 – 10:30	Break
10:30 – 11:30	Breakout Session One
11:30 – 12:30	Lunch
12:45 – 1:45	Breakout Session Two
1:45 – 2:00	Break
2:00 – 3:30	Joint Session with EL Coordinators and Special Education Directors
	<ul style="list-style-type: none">• EL Students with Disabilities Manual• SPED Withdrawn and Assessment Policies



May 9, 2019

PELL Breakout Sessions

	Black Canyon Ballroom	Sonoran Ballroom	Arizona	Echo Canyon	Horseshoe
Breakout Session One 10:30 – 11:30	SEI Models School Year 2019-2020 Lindsey Barnes Denella Kirkland Secily Meza Downes	AZELLA Gabriela Finn Brenda Vanderwerp	Statewide EL Data Kim Shinault	ELP Standards Cindy Bizjak Cristina Brownfield Cindi Wingfield	Title III Grants Nicole von Prisk Mary Ricci-Marriott Roxanne Reese
Breakout Session Two 12:45 – 1:45	ELP Standards Cindy Bizjak Cristina Brownfield Cindi Wingfield	AZELLA Gabriela Finn Brenda Vanderwerp	Accountability Updates Wendy Davy Kim Shinault	SEI Models School Year 2019-2020 Lindsey Barnes Denella Kirkland Secily Meza Downes	Family Engagement Parent Advisory Councils Doreen Candelaria Andrea Grabow
Breakout Session Three 2:00 – 3:30	Special Update ELs with Disabilities Audra Ahumada Kate Wright				

Arizona Department of Education - Office of English Language Acquisition Services
1535 West Jefferson Street, Bin 31, Phoenix, Arizona 85007
Office: 602-542-0753 / Fax: 602-542-3050 / Website: www.azed.gov/oelas



Practitioners of English Language Learning (PELL)

Breakout Session Descriptions – May 9, 2019

Accountability Updates

Presented by: Wendy Davy and Kim Shinault (ADE – Accountability)

This presentation will provide participants with a closer look at the activities taking place in Accountability as the school year ends. This will include a review of the K-8 model and an introduction to the newly approved 9-12 model that will be used for the calculation of A-F letter grades this summer. There will also be a discussion of the calculation procedures for the EL indicator and updates on important dates for data submission and letter grade calculations.

AZELLA at PELL

Presented by: Gabriela Finn and Brenda Vanderwerp (ADE – Assessment)

This presentation will include: the essential AZELLA tasks to close out School Year 2018-2019, including AZELLA data and EL reports; important dates and information to get you started with School Year 2019-2020, including the new AZELLA Corrections application; AZELLA Placement Testing, including updates to PearsonAccessnext and TestNav tips for the new school year.

Family Engagement - EL Parent Advisory Councils (ELPACs)

Presented by: Andrea Grabow and Doreen Candelaria (ADE – Migrant Education/OELAS)

This session will provide participants with guidance and ideas on creating ELPACS at the local level. Coordinators will have an opportunity to discuss and reflect on practices to enhance LEA family engagement efforts for EL parents and students.

Revised ELP Standards

Presented by: Cindy Bizjak, Cristina Brownfield, Cindi Wingfield (ADE – OELAS)

In this session, participants will be given a guided walkthrough of the revised ELP Standards. Information on the transition and implementation timeline for the ELPS will also be shared.

SEI Models for School Year 2019-2020

Presented by: Lindsey Barnes, Denella Kirkland, Secily Meza Downes (ADE – OELAS)

In this session, participants will receive an overview of SEI Models and guidance for the 2019 -2020 school year. This high-level information will help your district get started implementing the new legislation from SB1014.



Practitioners of English Language Learning (PELL) Breakout Session Descriptions – May 9, 2019

Statewide EL Data

Presented by: Kim Shinault (ADE – Accountability)

In this session, the EL data analyst will introduce statewide the EL proficiency and performance outcomes from Fiscal Year 2018. This will be the first public exposure of statewide EL data trends that are used by EL coordinators, directors, and state agency members for understanding large scale EL outcomes and decision making. Topics covered will include overall EL performance levels, initial EL performance levels, and performance on the speaking, listening, reading, and writing domains of the AZELLA statewide assessment for various demographic groups.

Special Update: ELs with Disabilities

Presented by: Audra Ahumada and Kate Wright (ADE – Assessment/OELAS)

In this session, EL Coordinators and Special Education Directors will receive new guidance, per ESSA, for serving ELs with disabilities in School Year 2019-2020. ADE will also share *Identifying and Supporting English Learners with Disabilities*, an updated guidance resource.

Title III – Keeping your Title III Application Revision from Becoming a Search and Rescue Mission

Presented by: Mary Ricci-Marriott, Roxanne Reese, Nicole von Prisk (ADE – OELAS)

This presentation will provide fiscal and programmatic guidance to answer the What, Why, When, and How questions regarding Title III revisions. Session participants will learn strategies and participate in hands-on activities to improve efficiency of the application revision process.



SAVE THE DATE!

*Presented by the Office of English Language Acquisition Services
Arizona Department of Education*



2019 OELAS Conference
December 11-13, 2019

Cost:

Conference only: \$395 per person

Conference plus banquet: \$425 per person

Online Registration:

August 15—November 16, 2019 or until sold out

<http://www.azed.gov/oelas/conference>

Location:

JW Marriott Tucson Starr Pass Resort & Spa

www.jwmarriottstarrpass.com

3800 W. Starr Pass Boulevard

Tucson, Arizona 85745 • 520-792-3500

Accommodations:

Reserve guest rooms no later than November 4, 2019.

Room rate will likely sell out early!

<https://book.passkey.com/go/OELAS2019>

Rate is \$94 (or prevailing Arizona state per diem rate)
plus tax per night.

Rate includes \$1 mandatory resort fee.

Questions:

OELASConference@azed.gov

Kathy Hoffman, Superintendent of Public Instruction



Where can I locate the PELL Handouts on the OELAS Website?

The screenshot shows the OELAS website interface. At the top is a dark blue navigation bar with links: ADE, PARENTS & STUDENTS, SCHOOLS & TEACHERS, ADE CALENDAR, COMMON LOGON, and ADECONNECT. Below this is a light blue banner with the Arizona Department of Education logo on the left and a search bar, social media icons, and a language selector on the right. A secondary navigation bar contains links: HOME, ABOUT OELAS, EL DATA, ELP STANDARDS, OELAS CONFERENCE, **FOR ADMINISTRATORS**, FOR TEACHERS, and FOR PARENTS. The **FOR ADMINISTRATORS** menu is open, showing a list of links: AZELLA, EL Coordinator Boot Camp, EL Forms, Funding, Monitoring Information, **Professional Development**, SEI Budget, SEI Endorsement, and Structured English Immersion Models. The **Professional Development** link is highlighted, and its sub-menu is visible, containing: EL Coordinator Boot Camp, **PELL**, Technical Assistance, and Webinars. The **PELL** link is highlighted with a red arrow. Another red arrow points to the **FOR ADMINISTRATORS** link in the top navigation bar. A third red arrow points to the **PELL** link in the sub-menu.

VISION and MISSION

Vision

The Office of English Language Acquisition Services (OELAS), including the Migrant Education Program (MEP) is a comprehensive system of support, viewed as a critical partner by Education Agencies, schools, teachers, families and the community. Because of our commitment to supporting programmatic excellence, Arizona's English learner and Migrant students are achieving high academic achievement and college and career success.

Mission

The Office of English Language Acquisition Services (OELAS), as a critical partner invested in the success of English learners and migrant students, uses expertise and the cumulative experience of the practitioners in Arizona to guide LEAs, teachers, and families in compliant and effective ways to support student high achievement.

Office of English Language Acquisition Services

PELL

in EMS as it pertains to your teaching assignment. Find it in EMS as [Structured English Immersion \(SEI\) Completion Course](#) – May 2019. The cost is \$120. The course is nine weeks long and fully online. All course materials will be accessible for this price.

**To get added to the
PELL Email Distribution List:**

Micky.Gutier@azed.gov



Include the following:

- **First and Last Name**
- **Title**
- **Email Address**
- **Name of the School**
District / Charter School
- **Office Phone Number**



REMINDER

Please review your

ELL71 – ELL Program Participation Report

And Be . . . Integrity Error Free ! ! !



Review your EL Data for Accuracy


It is critically important for LEAs to carefully review their respective **ELL71 – ELL Program Participation Report** and correct, if applicable, any “Integrity Result – Failed” errors.

This report is located on the **ADEConnect – AzEDS Portal** application under the **Reports** tab. Select **English Language Learner** from the menu.

LEAs have until June 30th to finalize these corrections for fiscal year 2019. It is suggested that you accomplish this task sooner (by the end of the school year) rather than wait until the end of June.

If you need guidance as to why an EL data transaction failed integrity, it is recommended that you review your respective **INTEG15 – Student Data Integrity Report**, which displays a post-integrity list of submissions and the respective integrity results. This report is located on the **ADEConnect – AzEDS Portal** application under the **Reports** tab. Select **Student Detail** from the menu. Each record on the **INTEG15 – Student Data Integrity Report** will have an Error Code and Error Description listed, which lets the LEA know why the transaction is failing integrity.

Also, please remember to submit an ELL Program Exit Reason of **Reclassified as FEP by Reassessment** for those students who have attained an Overall Proficiency Level of Proficient on the Spring 2019 AZELLA Reassessment. LEAs may utilize the date of the Spring 2019 AZELLA Reassessment as the service exit date or the last day of school as the service exit date. Both are permissible service exit dates in AzEDS.

If you have any questions, please contact Micky Gutier, EL Data Specialist at 602-542-7469 .



Kathy Hoffman

Superintendent of Public Instruction

Arizona Department of Education



May PELL OELAS General Updates

May 9, 2019

Kate Wright

Deputy Associate Superintendent

Office of English Language Acquisition Services



Topics

- SB1014
- Revised SEI Models for School Year 2019-2020
 - ILLP Guidance
- EL Advisory Council
- EL Frameworks Committee
- English Language Proficiency Standards

SB1014 AND REVISED SEI MODELS SCHOOL YEAR 2019-2020

SB1014 Overview

- SB1014 was signed into law by the Governor on 2/14/19.
- It removes the requirement of four hours of Structured English Immersion (SEI) for English learners.
- SB1014 provides flexibility in the # of minutes for students in grades K-5 and 6-12.
- It requires the State Board of Education (SBE) to adopt and approve research-based models of SEI and alternate models of English instruction.

SB1014- Overview (continued)

Adopt and approve models that include a minimum amount of English Language Development as follows:

- *120 minutes per day, 600 minutes per week or 360 hours per school year for students in grades K-5*
- *100 minutes per day, 500 minutes per week or 300 hours per school year for students in grades 6-12*

SB1014- Implementation Timeline

School Year 2019-2020

- Legislation becomes effective 90 days after the end of the legislative session.
- Implement flexibility in time:
 - Minimum of 120 minutes for grades K-5
 - Minimum of 100 minutes for grades 6-12
- ADE and SBE to collaborate with EL Advisory Council to review research and evidence-based models of language instruction
- SBE and ADE to determine framework and process for submitting alternate models of English instruction in Spring 2020.

SB1014- Implementation Timeline (continued)

School Year 2020-2021

- SBE and ADE to provide further guidance on research and evidence-based models of Structured English Immersion
- LEAs able to submit alternate models of English instruction to ADE/SBE for approval (Spring 2020 for School Year 2020-2021).
- ADE to implement formal process of data collection regarding LEA submitted models of English instruction.

Revised SEI Models 2019-2020

Elementary Options for ELD Instruction - Grades K-5

Elementary schools may select one of the following SEI Models of instruction for School Year 2019-2020.

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of ***integrated*** reading, listening and speaking, and vocabulary

Block 2: 60 minutes of ***integrated*** writing and grammar

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of ***integrated*** reading, writing, listening and speaking

Block 2: 60 minutes of ***focused*** instruction in grammar, and vocabulary

Option 3: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of ***integrated*** reading and writing

Block 2: 60 minutes of ***focused*** instruction in grammar, listening and speaking, and vocabulary

***Schools qualifying for ILLPs must implement them according to the ILLP Guidance Document.**

Revised SEI Models 2019-2020 (cont.)

Secondary Options for ELD Instruction - Grades 6-12

Schools may select one of the following two SEI Models of instruction for Pre-Emergent, Emergent, and Basic students in School Year 2019-2020.

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

Block 1: 50 minutes of *integrated* reading, listening and speaking, and vocabulary

Block 2: 50 minutes of *integrated* writing and grammar

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

Block 1: 50 minutes of *integrated* reading, writing, and listening and speaking

Block 2: 50 minutes of *focused language instruction* in grammar and vocabulary

Intermediate students shall receive:

two blocks, totaling 100 minutes, of ELD instruction with a balanced focus on reading, writing, listening and speaking, grammar, and vocabulary, utilizing the ELP Standards. Instruction must meet the students' language needs as evident by AZELLA scores and other relevant data points to include the state assessment, local formative assessment, student work or course grades.

INDIVIDUAL LANGUAGE LEARNER PLANS (ILLPS)

ILLP Guidance

OELAS

Individual Language Learner Plan (ILLP) Implementation Documents

 Tweet  Share

► Required Documentation

▼ Guidance Document

[ILLP Guidance Document 2019-2020 \(complete with all required documentation\)](#)

[Original Guidance Document \(complete with all required documentation\)](#)

Revised ILLP Documents

OELAS

Individual Language Learner Plan (ILLP) Implementation Documents

 Tweet  Share

▼ Required Documentation

[ILLP Required Signature Document 2019-2020](#)

[ILLP A Attachment 2019-2020](#)

[ILLP B Attachment 2019-2020](#)

[Original Individual Language Learner Plan \(ILLP\) Document](#)

[Original Attachment A](#)

All new documentation is marked as 2019-2020. The original documents are present as well, as a comparison.

Attachment A

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A

Student Name:	SSID ID #:	AZELLA Overall Proficiency Result:			
		AZELLA Date:			
The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.					
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G			ILLP Teacher Signature/Date:
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G			ILLP Teacher Signature/Date:
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G			ILLP Teacher Signature/Date:

EL ADVISORY COUNCIL EL FRAMEWORKS COMMITTEE

Purpose of a State EL Advisory Council

The EL Advisory Council is comprised of a diverse group of community and district stakeholders who in collaboration with the Arizona Department of Education, provide insight and inform decisions affecting Arizona's English learners (ELs).

Short-term Outcomes

- Inform decisions around implementation of SB1014 in School Year 2019-2020
- Provide input in determining future research and evidence-based models of language instruction
- Provide guidance in creating a framework for evaluating alternate models of English instruction

Long-term Goals

- Develop an Arizona specific *Strategic Plan for English Learners*
 - California's EL Road Map
 - New York's EL Policy and Reference Guide
- Inform future policy around multilingual education in Arizona

EL Frameworks Committee

The EL Frameworks Committee was selected across multiple regions of the State to meet monthly May – December, 2019 to develop the EL Frameworks of Instruction that the State Board will use when considering SEI and Alternate Models of language instruction.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Timeline



Public Comment Period

- Public Comment was open from April 1 – April 30, 2019.
- Request for Public Comment was sent through the OELAS PELL List (over 1,000 members).
- Public Comment was solicited via ADE Social Media.
- *Expect More Arizona* also sent notification of Public Comment to their member list.
- As of April 16, 2019, a total of 102 public comments had been submitted.

People liked that the new ELPS are...

- more concise.
- better organized.
- aligned to the ELA Standards.
- more intuitive.
- easier to use for planning.
- reflective of the way that language is used and learned.
- more broad.
- easier to connect with content.

People were concerned that...

- without the Reading Foundations, phonics was missing.
- a lot of professional learning will have to occur.
- new grade-level standards would take time to learn.
- more supports would be necessary for monolingual or students with limited or interrupted formal education.
- the revised ELPS were general and less specific.
- the revised ELPS were more complex/too hard.

Results

- 101 (78%) were positive
- 20 (16%) were neutral
- 8 (6%) were negative
 - All corrections were made.
 - Suggestions were addressed in the ELPS when possible and will be addressed in the Resource Guide that will be created by teachers this summer.
 - Of the concerns, most were addressed by the Reading Foundations Standards.

Next Steps

- OELAS requests that the State Board of Education adopt the revised English Language Proficiency Standards for implementation per the following timeline:
 - 2019-2020: New ELP Standards Introduction, Rollout, and Training
 - 2020-2021: New ELP Standards Transition
 - 2021-2022: New ELP Standards Implementation/New AZELLA

Grant Updates

Nicole von Prisk

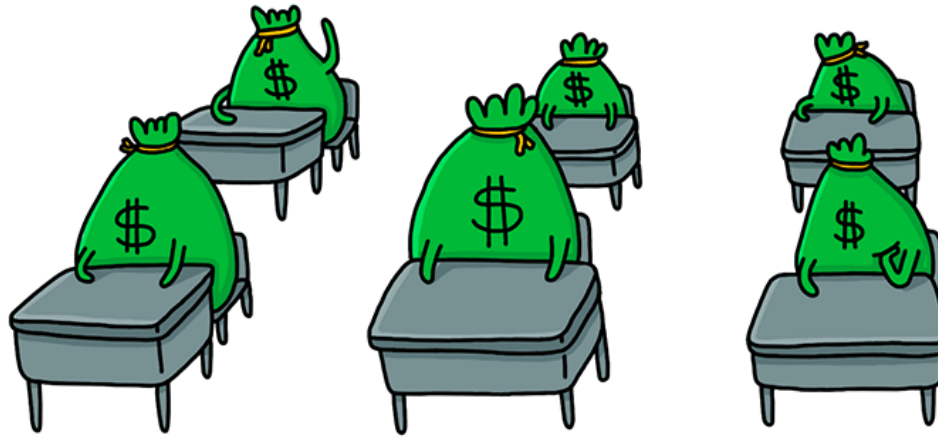
Director of Title III and EL Funding

Office of English Language Acquisition Services

Arizona Department of Education



Title III & EL Funding Updates



FY 2019 Title III

Keep the revisions coming!

**Last day for
FY 2019 revisions
to be approved is
09/30/2019...so
please submit by
early September.**



FY 2020 Title III

4 LEAs have been approved already for FY 2020!

10 LEAs were in FINAL REVIEW as of yesterday midday!



Substantial Approval

Coming to FY 2020

Title III...

There is a
difference
between
**Substantial
Approval Date
and Director
Approved**

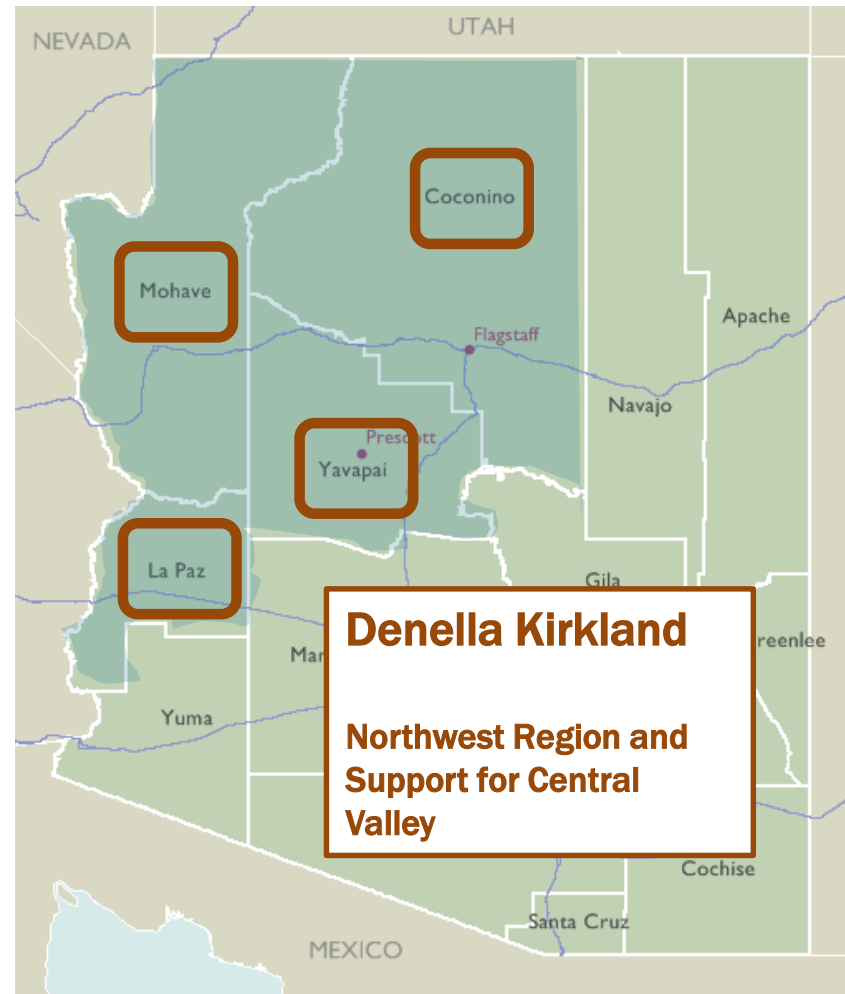


Fiscal Year 2021 SEI Budget



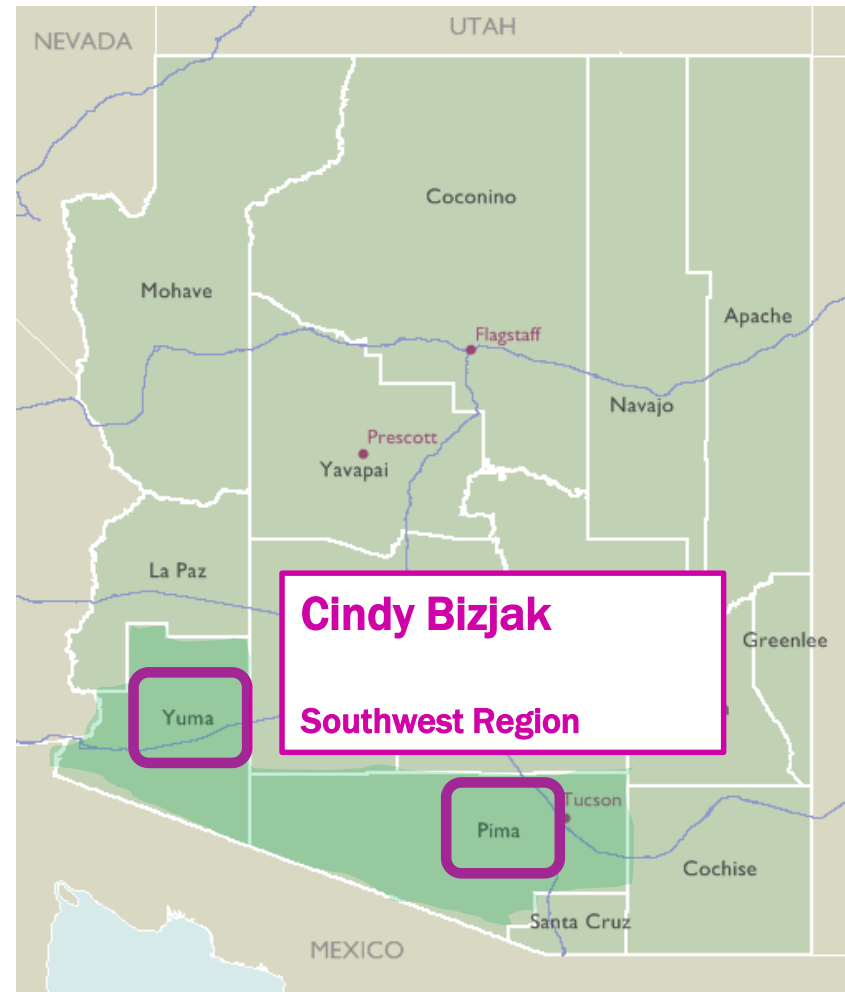
Regional Specialist Map

Northwest Region



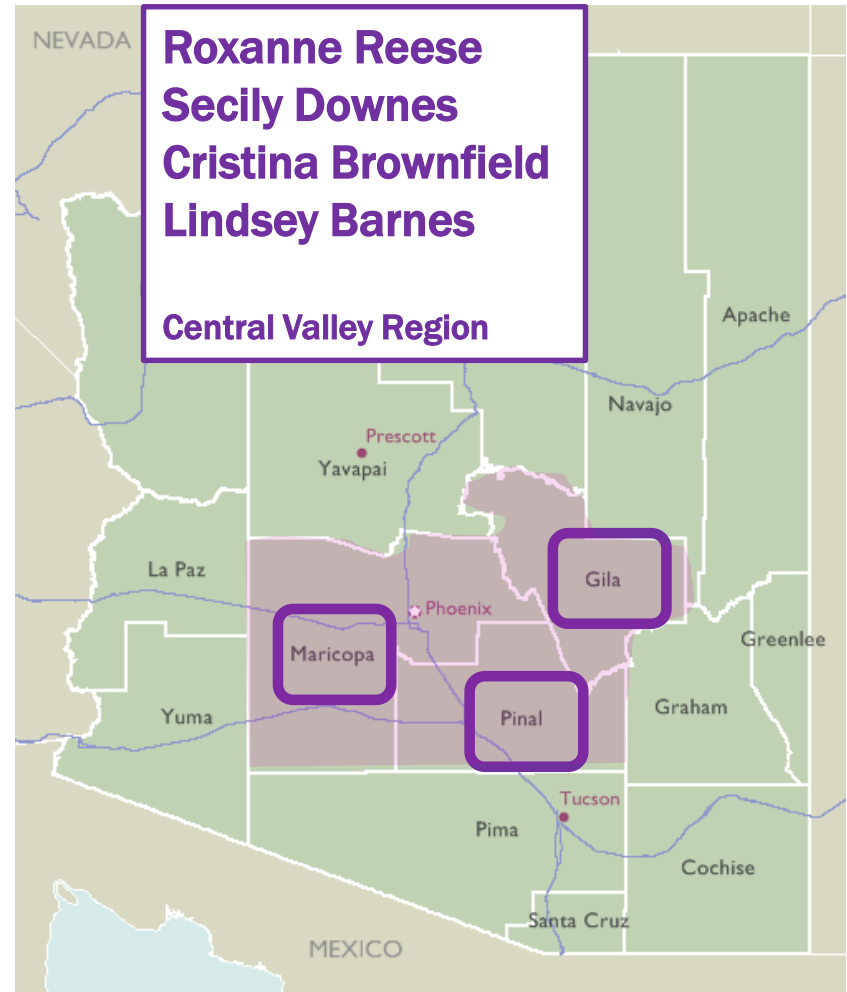
Regional Specialist Map

Southwest Region



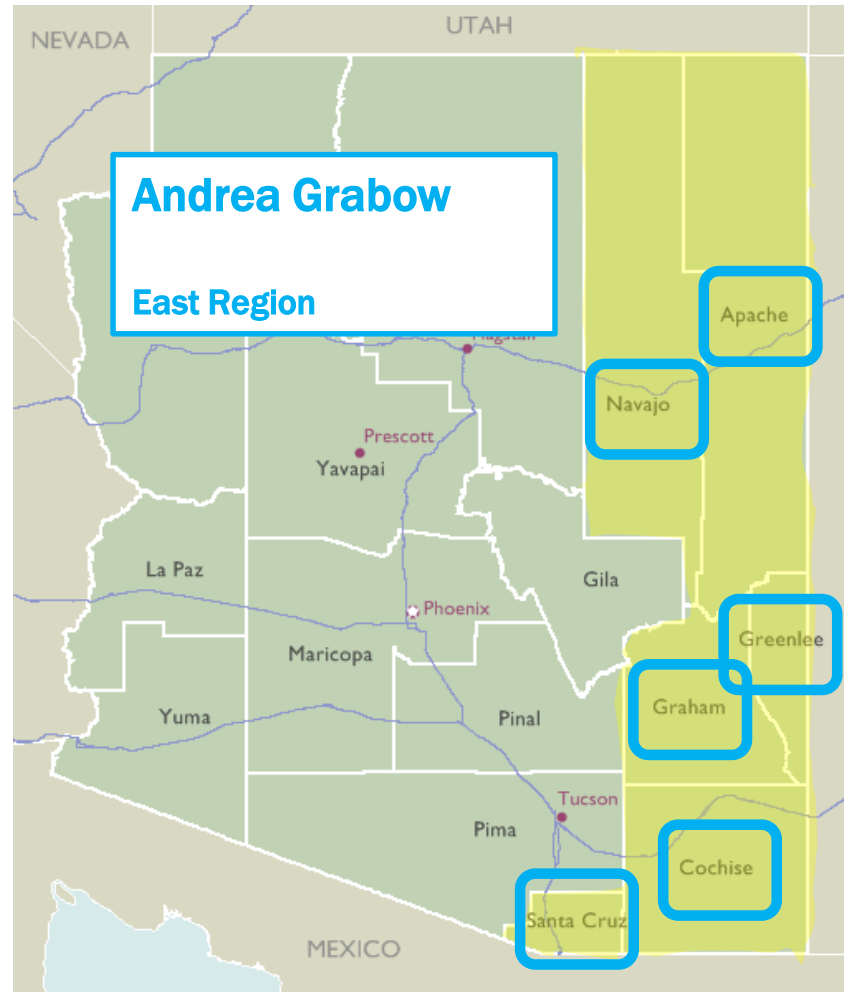
Regional Specialist Map

Central Valley Region



Regional Specialist Map

East Region



FY 2019 EL Accountability

Wendy Davy
Chief Accountability Officer

Arizona Department of Education





Accountability and Research

Chief Accountability Officer: Wendy Davy
Arizona Department of Education

What Do We Do?

- A-F Accountability
- Report Cards
- Program Evaluation
- Data Request
- Data Governance
- Other
 - Professional Development
 - Policy
 - Communication



A-F Accountability



State
Accountability

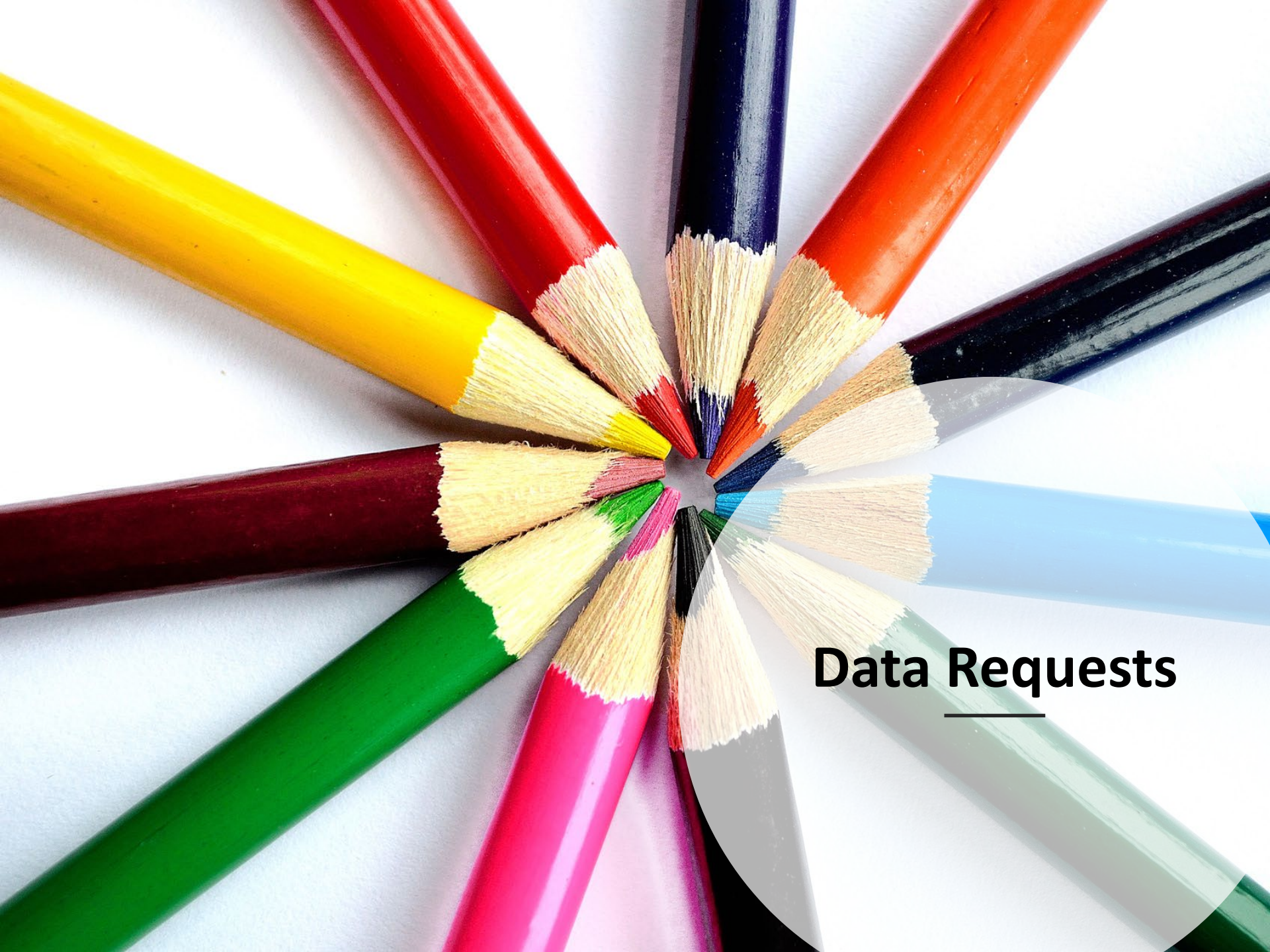
Report Cards



Federal Accountability



Program Evaluations



Data Requests



Data Governance

Other



Professional Development - Policy - Communication





Enjoy the Conference



CONCLUSION

AZELLA Updates

Audra Ahumada

Deputy Associate Superintendent

Assessment Section

Arizona Department of Education





A word cloud in shades of blue, arranged in a roughly triangular shape. The words represent components of the AZELLA assessment. The central and largest word is 'Placement'. Other prominent words include 'Reassessment' and 'Stages'. Smaller words include 'Speaking', 'Listening', 'Reading', 'Writing', 'Students', 'Domains', 'AZELLA', 'PAN', 'ELs', and 'online'.

Speaking
Students online
Listening Reading
Placement
Domains **AZELLA** Writing
Reassessment
PAN **Stages**

Assessment Unit **NEWs**

- Gabriela Finn
 - Many years of experience with ELs, test development and working with Vendors
- New English Language Assessment Development Coordinator
 - Mr. Gary McIlvaine
 - Will join ADE in July
- New ELP Contract for AZELLA was awarded to Pearson
 - ADE will also be working with WestED as a partner for test development



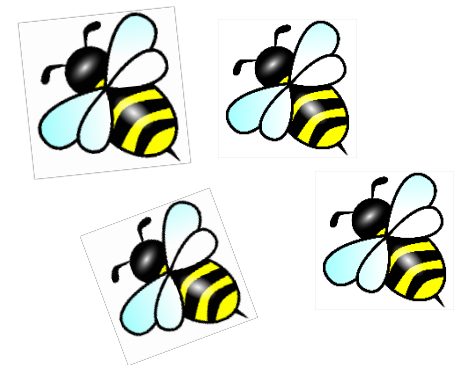
By the Numbers. . .

For 2018-2019

Placement Tests Administered – 39,968 as of 5/7/19

Reassessment Tests Administered – 85,572

Thank you all for your efforts!



Continuous Improvements

- National Grant Proposal to Develop a new Alternate ELP Assessment for students with Significant Cognitive Disabilities (CAAELP)
 - Partners: UCLA/CRESST, Iowa (Lead State), Washington, Arkansas, Louisiana, Ohio, West Virginia, Oregon, New York, Nebraska, and Arizona
 - Collaborative for Alternate Assessment of English Language Proficiency
- Working with Pearson to improve experience with student registration
 - Pearson gathered AZ Educators as part of a Focus Group to address concerns regarding PAN. There will be new enhancement coming!

Continuous Improvements

- New Corrections Application (ADEConnect) is being finalized for all Statewide Assessments
- Beginning work to align AZELLA to new Standards
 - Alignment of current items
 - Developing new items to field test
- New Assessment aligned to the new ELPS will be the Spring Reassessment of 2022. The new Placement Assessment school year 2022 – 2023

10:15 – 10:30

BREAK

