

# Office of English Language Acquisition Services (OELAS)



Kathy Hoffman  
Superintendent of Public Instruction

## EL Coordinator Boot Camp January 24, 2020

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## EL Coordinator Tasks January-July

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# One Word

**Think about the EL program at your site.**

**Think about your role as the EL Coordinator for your site.**

**If you had to choose one theme word to describe your focus and intentions for 2020 in this role, what would it be?**

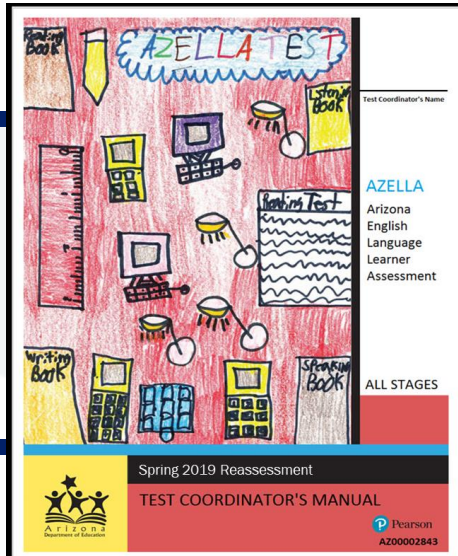


# In Today's Session

- Prepping for AZELLA Spring Assessment
- Wrapping Up The Current Year
- Revisiting FY20 EL Needs and Funding Plan
- Planning for FY21 EL Funding



# Prepping for the AZELLA Spring Reassessment



# 2 Minute Brain Trust

**What steps are you currently taking to prepare for AZELLA Spring Reassessment?**

- 1. Share 1 idea with your table**
- 2. Play moves around the table**
- 3. Repeat and continue around the table until time is up**

# Compare and Share

**With your colleagues:**

- **Compare your ideas with the items on the *Spring AZELLA Checklist***
- **Add any notes or additional items to the checklist based on your comparison and discussion**



# Who do I contact with questions?

The AZELLA Department is available to support you with questions related to AZELLA including:

- Updating District Test Coordinator information
- AZELLA Corrections Application
- Test administration
- Test accommodations
- Testing irregularities
- AZELLA test records
- EL70 and EL72 Reports

**Brenda Vanderwerp**

**AZELLA State Test Coordinator**

**E-mail: [AZELLA@azed.gov](mailto:AZELLA@azed.gov)**

**Phone: 602.542.5233**

**Fax: 602.542.5467**

**[www.azed.gov/assessment/dtc](http://www.azed.gov/assessment/dtc)**




# Wrapping Up the Current Year




# Two-Year Monitoring Form

- Documentation begins the academic year after the student tests proficient
- Can be modified by LEA
- Have a system in place for collecting and inputting student data



State of Arizona  
Department of Education  
Office of English Language Acquisition Services



**Two-Year Monitoring Form for Fluent English Proficient Students**

Student Name \_\_\_\_\_

SSID Number \_\_\_\_\_

Date Reclassified \_\_\_\_\_

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
		Test Name	Test Date	Test Date	Test Score
State-wide					
District-wide, School-wide					
Other criteria used for monitoring the FEP student. Classroom teacher comments.		Year 1		Year 2	

Student is eligible for Compensatory Instruction \_\_\_\_\_ Year 1 \_\_\_\_\_ Year 2

Monitor's Signature - Year 1 \_\_\_\_\_ Date: \_\_\_\_\_

Monitor's Signature - Year 2 \_\_\_\_\_ Date: \_\_\_\_\_

(Revised 05-2019)

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# AZELLA Reassessment Reports

## Student Reports

- Parent copy
- Student cumulative file
- Copy for next year's teacher

The image shows a sample AZELLA Student Report form. The form is titled "AZELLA Arizona English Language Learner Assessment" and "Student Report". It includes fields for Student ID#, SAIS ID#, Birth Date, Grade, Test Date, Language Program as of Test Date, School Name, and District Name. The "How did [redacted] perform on the English Language Learner Assessment?" section shows the "OVERALL PROFICIENCY LEVEL" with four options: Proficient (checked), Intermediate, Basic, and Pre-Emergent / Emergent. A red circle highlights the "OVERALL PROFICIENCY LEVEL" section, and a red box with the word "PROFICIENT" is placed over the "Proficient" option. The "Score Report" section shows a table with columns for Scale Score, Pre-Emergent / Emergent, Basic, Intermediate, and Proficient. The "Total Combined" score is 2395. The "Domain Scores" section shows scores for Reading (250), Writing (250), Listening (250), and Speaking (250). The "Additional Scores" section shows scores for Language Content (Vocabulary) (250), Oral Understanding (Speaking) (250), and Comprehension (Reading/Writing) (250).

**Student Report**

**AZELLA**  
Arizona English Language Learner Assessment  
Superintendent of Public Instruction

Student: [redacted]  
SAIS ID#: [redacted] Birth Date: [redacted] Grade: K  
Test Date: 01/22/2013  
Language Program as of Test Date: [redacted]  
School Name: [redacted]  
District Name: [redacted]

How did [redacted] perform on the English Language Learner Assessment?

**OVERALL PROFICIENCY LEVEL**

☒ **Proficient** students consistently understand social and academic English responding orally with simple but detailed sentences. They read and comprehend grade-level words and comprehend grade-level sentences and demonstrate an understanding of a range of written conventions.

☐ **Intermediate** students have a moderate understanding of social and academic English. They generally respond orally with simple sentences and words. They demonstrate some understanding of written conventions.

☐ **Basic** students have a basic understanding of social and academic English. They respond orally with isolated phrases and sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.

☐ **Pre-Emergent / Emergent** students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific, ongoing support in English language development instruction.

**Score Report**

\*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2395			

Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Reading	250			
*Writing	250			
*Listening	250			
*Speaking	250			


**Additional Scores**

Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
Language Content (Vocabulary)	250			
Oral Understanding (Speaking)	250			
Comprehension (Reading/Writing)	250			

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# Notice of Reclassification Letters

- Notify parents
- Place copy in student file
- Maintain FEP list for next year



Arizona Department of Education  
Office of English Language Acquisition Services

**Notification of Reclassification**

Dear Parent/Guardian:

(Student Name) \_\_\_\_\_

was reassessed with the Arizona English Language Learner Assessment (AZELLA) on

(Date) \_\_\_\_\_.

He/She has obtained an "Overall Proficiency Level of Proficient" on the AZELLA. This means that he/she no longer needs EL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

\_\_\_\_\_  
District/School Representative @ Phone

\_\_\_\_\_  
EL Coordinator/Assessment Administrator Signature

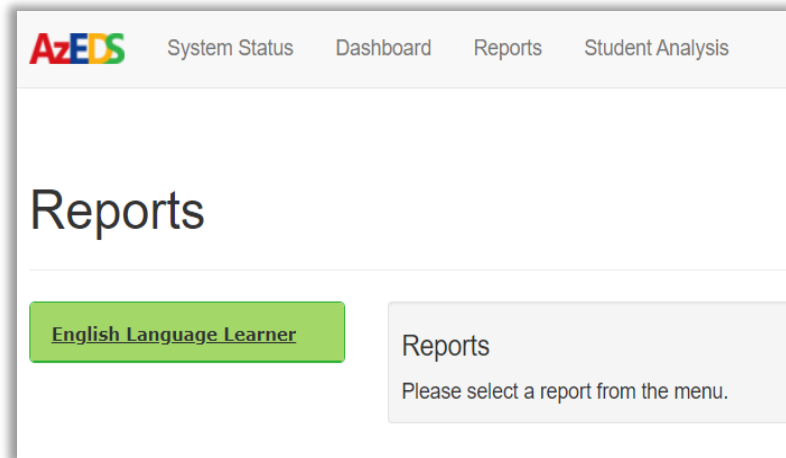
\_\_\_\_\_  
Date

Copy: Student's cumulative file  
|

(Revised 01-2020)

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# Student Information System (AzEDS)



- **Import/enter data from AZELLA student reports**
- **Update program codes for RFEP students**
- **Distribute AZELLA scores to school sites**

# EL Files

**Develop a system and add current documents**

- **AZELLA Reports**
- **Notices of Reclassification**
- **Two-Year Monitoring Forms (FEP1 & FEP2)**
- **Full ILLPs**
  - ✓ **Required Signature Document**
  - ✓ **Attachment A (all grading periods)**
  - ✓ **Attachment B (all grading periods)**

**Continue internal monitoring**



# Professional Development Needs



- **Analyze trends from AZELLA reassessment**
- **Consider teacher needs and strengths**
- **Communicate and plan with LEA Administration**

# Coming in 2020-2021

1. 2019 ELP Standards roll-out begins
2. Informational meeting to share details for the 2020-2021 school year including *Research-Based SEI Models*.

**Meeting:** *SEI Models Overview: School Year 2020-2021*

**When:** February 27, 2020

8:30am – 11:30am

**Where:** Black Canyon Conference Center

**Registration link:** <https://ems.azed.gov/Home/Calendar?sd=7371>



# Revisiting FY20 EL Needs & Funding Plan



# Revisiting FY20 Needs

**Mid Year Checkpoint: fiscal and programmatic check-in**



- **CNA, LIAP, Title III Application**
  - Do funding requests still meet needs?
  - Do I need to revise my LIAP and funding application?
- **Reimbursements**
  - Are they frequent and regular?
  - Has enough money been budgeted?
- **Expenditure Report**
  - Check with Business Manager for expenditure report. Does it match budget?

# **Title III Requirements**

**Have you spent your approved, budgeted Title III dollars?**

- **Parent, family, and community engagement IS required!**
- **Professional development IS required!**

**Revisions are required if changes have been made to the approved application.**

- **Revision approval deadline for FY20 projects is 09/30/2020**



# Importance of the Mid Year Checkpoint

**Our goals are the same:**

- **To ensure your expenditures align with identified needs and the approved budget**
- **To prevent your LEA from having disallowed costs at Completion Report time**
- **To ensure intent and purpose of funds are being met**



# Mid Year Checkpoint Missed!

**Actual Completion Report justification:** Grant funding, which is extremely limited, is utilized and assisted by M & O funds to allow ELD teachers to attend and receive Professional Development.

# Mid Year Checkpoint Missed!

## **Actual Completion Report justification:**

**We budgeted in 1 PD line item that we were unable to utilize, which was to have EL teachers attend the Teaching Struggling Readers PD. The registration capacity was maxed out before we could register.**

# Mid Year Checkpoint Missed!

**Actual Completion Report justification: Professional development was provided to all teachers during embedded district wide professional days.**



# Mid Year Checkpoint Missed!

## **Actual Completion Report justification:**

**We were looking at other EL specific professional development opportunities from ADE and surrounding areas, however, we were not successful. The trainings we were inquiring for EL instructors were full and we were put on the waiting list but we didn't get registered.**



# Mid Year Checkpoint Missed!

## **Actual Completion Report justification:**

**Each school did host family engagement activities but did not differentiate by separating EL parents. We are planning to develop programs for parents of ELs for implementation during the next school year.**



# Mid Year Checkpoint Missed!





## **Actual Completion Report justification:**

**The parent/community engagement was not fully understood on what could be expensed. Although we had engagement activities throughout the year, we didn't know enough to expense properly and we didn't want to go back and fix it afterwards.**

# Mid Year Checkpoint Missed!

**Actual Completion Report justification:** Though this activity was budgeted, parent & community events sponsored FY2019 were paid out of other Title grants that included the EL students and their families. The process for approval of the grant was also a factor. New Federal Projects Director, just learning the process, took a large part of the year to get the grant approved.

# Now is the Time for Plan B

LEA was approved for this:	but wants to do this instead:	Revision Needed: YES or NO
5 EL classroom teachers to attend the annual OELAS Conference	4 EL teachers and the Curriculum and Instruction Director to attend ADE's Leading Change Conference	
Supplies to create take home materials for use at an evening event held only for the parents of EL students	Supplies to create informational flyers on EL programs to pass out at the site Curriculum Nights	
1 parapro working only in EL settings for 1 hour each school day	1 parapro to assist ELs in the district's 3 week summer school	
Stipends for (10) EL teachers to align ELP standards outside their regular contract time	Stipends for (7) EL teachers to align ELP standards outside their regular contract time	

# Important to Remember

- **Revisions are required under EDGAR for deviations from your approved budget.**
  - **[2 CFR 200.308 of EDGAR (Education Department General Administrative Regulations)].**
- **Revisions are necessary to ensure compliance with supplement not supplant requirements and allowability of an expenditure BEFORE the cost is incurred.**
- **FY 2020 Revisions must be APPROVED by the project end date (9/30/2020) so submit in advance to allow processing time.**





# Looking Ahead

# Planning For FY21 Grants

- Site work to determine needs (in GME)
  - CNA
  - RCA
  - SIAPs
- LEA level plan based on site needs (in GME)
- FY 2021 Title III Applications

**March 1, 2020: FY21 Title III applications open**

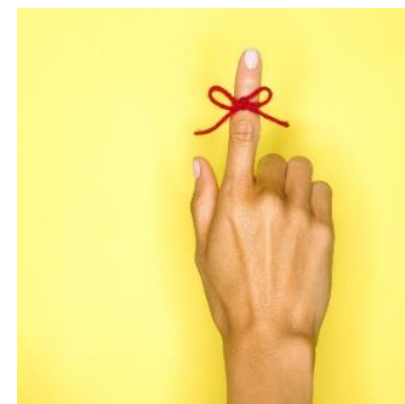
**May 1, 2020: FY21 submission due date**

**July 1, 2020: FY21 targeted approval date**



# Remember for FY21

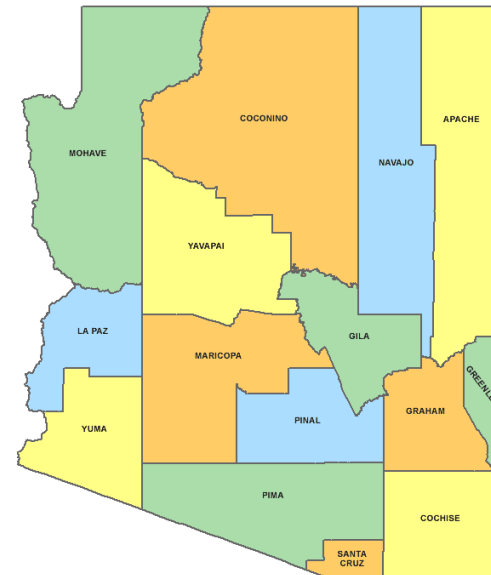
1. Integrated Action Plans (IAPs) are moving from ALEAT to Grants Management (GME)
  1. Obtain user access for site admin
  2. Training modules and quick reference guides are in Grants Management Resource Library
2. SEI Budget application process has changed and is fully in GME



# Who do I contact with questions?

**Your Regional Specialist is available to support you with questions related to your EL program including:**

- **SEI Models and Program Implementation**
- **EL Program Enrollment/Exit Services**
- **The Monitoring Process**
- **EL Forms**
- **EL Funding**





# Thank you for joining us today!

- If you have additional questions, please reach out to your Regional Specialist by phone or email. (<http://www.azed.gov/oelas/questions/>)

# Upcoming Dates

**Be in the know for upcoming events...sign up for the PELL List emails!**

**[Micky.Gutier@azed.gov](mailto:Micky.Gutier@azed.gov)**

**SEI Models Overview – February 27, 2020**

**May PELL Meeting – May, 2020**

**Fall EL Coordinator Boot Camp, Part 1 – July, 2020**

**Fall PELL Meeting – September, 2020**

**OELAS Conference – December, 2020**

