ADE ESS and Assessment

OELAS Conference 2019

What About Those Dual- Labeled Students?

Acronyms

- **EL** - English learner (formerly ELL)
- **ESSA**- Every Student Succeeds Act (formerly ESEA)

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

PEA Documentation Must Include:

- Primary home language as identified on the PHLOTE

- Determination of the language in which a child is most proficient

- Results of language proficiency testing (AZELLA scores)

- AZELLA performance data considered during a RED

- Ruling out language needs as a determinant factor in an evaluation

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

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

- Language needs considered in IEPs

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

Where Can Documentation be Included?

Evaluation

Primary home language as identified on the PHLOTE

Determination of the language in which a child is most proficient

Results of language proficiency testing (AZELLA scores)

AZELLA performance data

Ruling out language needs as a determinant factor

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

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

IEP

Primary home language as identified on the PHLOTE

Determination of the language in which a child is most proficient and/or PHLOTE info.

Language needs considered

AZELLA performance data

Notices

Required notices are provided in the native language of the parent

Practical Implications
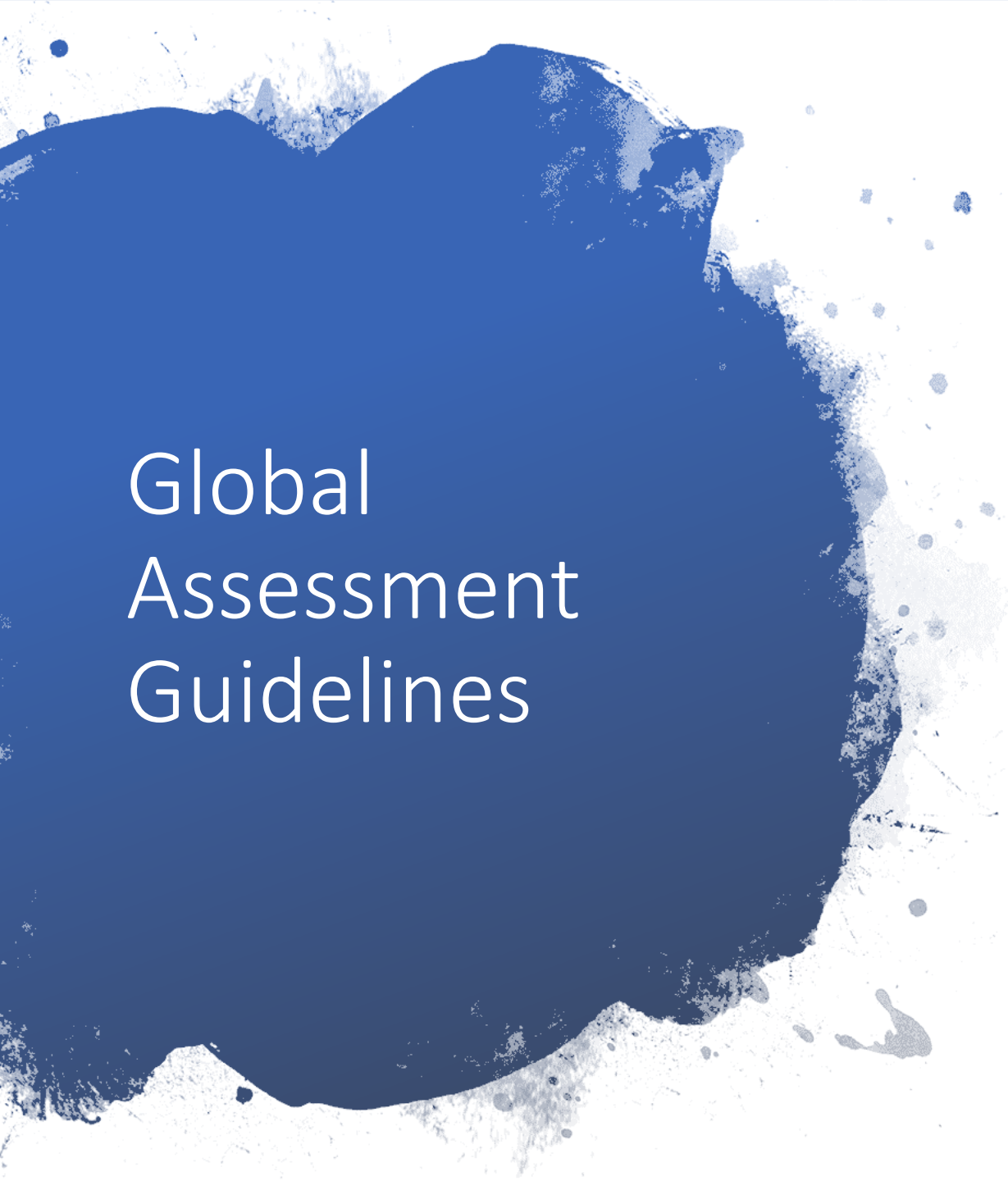
How do you achieve all the documentation needs?

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

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

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

Global Assessment Guidelines

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

Specific Disability Guidance

Only a physical disability limits access to items in a domain

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

Present all items to all other students

- "Make an earnest attempt"
- Provide an opportunity

Individual Student Guidance

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

Contact the AZELLA team if there are differences

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

Other testing environments and presentation methods may be available

Assessment Coming Attractions

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

    September 28-30, 2020

Resources

EL Parental Notification and Consent
- https://cms.azed.gov/home/GetDocumentFile?id=5b6caeb71dcb250edc160604

IDEA definition of limited English proficient student
- https://sites.ed.gov/idea/regs/b/a/300.27

IDEA definition of native language
- https://sites.ed.gov/idea/regs/b/a/300.29

IDEA eligibility requirements for determinant factors
- https://sites.ed.gov/idea/regs/b/d/300.306/b

IDEA IEP considerations for a child with limited English proficiency
- https://sites.ed.gov/idea/regs/b/d/300.324/a/2/ii

English Learner Toolkit Chapter 6

English Learners with Disabilities Presentation

Whom Do I Contact?

For AZELLA assessment questions

azella@azed.gov

For general EL programmatic or assessment questions:

OELAS Specialist

For EL questions related to special education requirements:

ESS/PSM Specialist

Questions?