

ELL Data and SAIS

AZELLA Form AZ-2

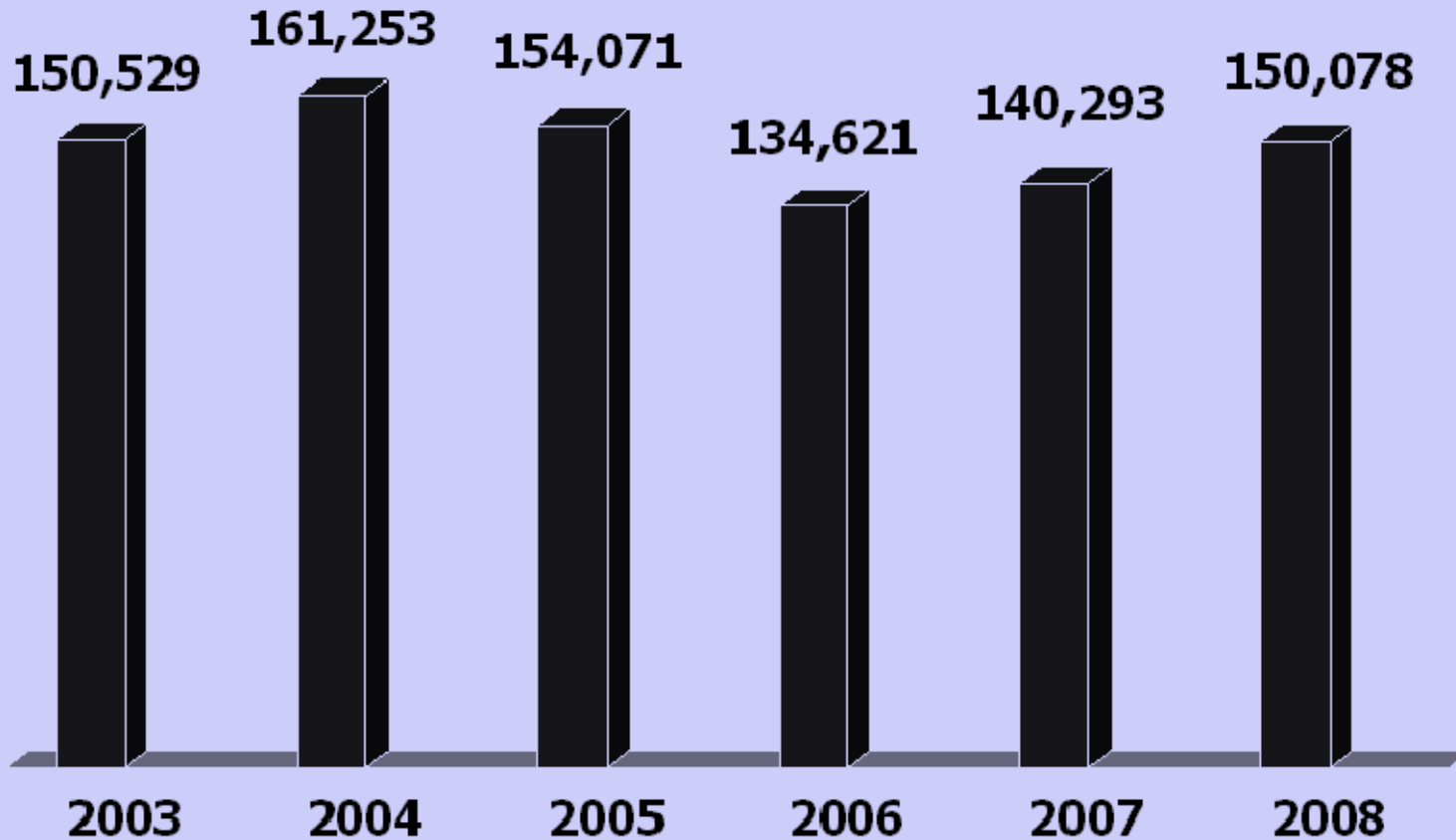
Summer Training

- School Year 2009-2010 -

Number of Districts and Charters

- Number of Districts in the State: **238**
- Number of Schools within those Districts in the State: **1,667**
- Number of Charter Holders in the State: **363**
- Number of Charter Schools in the State: **477**
- Total Number of Educational Entities in the State (Districts, Schools, Charter Holders, Charters): **2,745**

Average Number of ELL Students by Fiscal Year



**Top 5 Districts in Arizona for ELLs
in FY 2008**

All have over 5,000 ELLs.

**These 5 Districts alone have a
total of 39,439 ELLs or 26% of
Arizona's ELL population.**

	Average Membership	Average ELL	ELL / Membership Percentage
Mesa Unified District	72079	9764	14%
Cartwright Elementary District	20176	9341	46%
Tucson Unified District	58426	7705	13%
Alhambra Elementary District	15202	6773	45%
Washington Elementary School District	24261	5856	24%

The Top 50 Districts by Percentages For School Year 2007-2008

Out of **150,078** ELL Students:

- Top 10 Districts = 61,327 or **41%**
- Top 20 Districts = 90,657 or **60%**
- Top 30 Districts = 107,372 or **72%**
- Top 40 Districts = 119,173 or **79%**
- Top 50 Districts = 126,809 or **85%**
- And the rest of the LEAs = 23,269 or **15%**

FY 2008 Percent of ELLs By Grade Span

- K-2
 - 3-5
 - 6-8
 - 9-12
 - 46%
 - 24%
 - 16%
 - 14%
- | | |
|------|-----|
| K-2 | 46% |
| 3-5 | 24% |
| 6-8 | 16% |
| 9-12 | 14% |

ELL Assessment History Chart

- School Year 2003-2004: IPT, LAS, WMLS, WLPB-R
- School Year 2004-2005: Harcourt SELP
- School Year 2005-2006: Harcourt SELP
- School Year 2006-2007: AZELLA Form AZ-1
- School Year 2007-2008: AZELLA Form AZ-1
- School Year 2008-2009: AZELLA Form AZ-1
- School Year 2009-2010: AZELLA Form AZ-2
- School Year 2010-2011: AZELLA Form AZ-2
- School Year 2011-2012: To Be Determined

WHAT WAS:

Parents indicated a language other than English on any one (1) of the three (3) language questions on the School Enrollment Form OR the Home Language Survey: (From FY 2009 and prior)

1. **What is the primary language used in the home regardless of the language spoken by the student?**
2. **What is the language most often spoken by the student?**
3. **What is the language that the student first acquired?**

WHAT IS:

Starting in FY 2010 and forward:

Parents indicated a language other than English
on the one language question on the
“Primary Home Language Other Than English
(PHLOTE) Home Language Survey”

“What is the primary language of the student?”

Pearson Data

- Pearson only knows what you bubbled on the AZELLA demographic page.
- That is what they know to be TRUE.

Pearson Data

- Pearson...after scoring the AZELLA...sends the ADE a file of the SCORES with the information that the LEAs have bubbled on the demographic page.

Pearson Data

- Pearson scores whatever is sent to them. They do not know if a student's SAIS ID number is valid.
- Pearson also has to go off of what the SSID Sheet has as a CTDS Number.

Pearson to ADE SAIS

- Pearson will electronically send to ADE a file and that file is then uploaded to SAIS.
- SAIS has to do a SAIS ID, First Name, and Last Name MATCH.

Pearson to ADE SAIS

- The SAIS ID, the first 3 letters in the first name, and the first three letters in the last name MUST match.
- All 3 MUST match.

Pearson to ADE SAIS

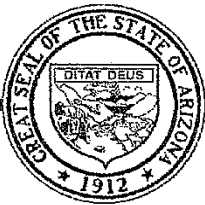
- If all 3 DO NOT MATCH...
- The AZELLA results for that student will end up on the **AZELLA SAIS ID Correction Application** on SAIS Online.

ADE Common Logon

- The LEA can also access the **SDELL74 – AZELLA SAIS ID Correction Error Report** on the ADE Common Logon under Student Detail Data Interchange to view which students are mismatched and need to be corrected.

ADE Common Logon

- **Other Reports that are also available:**
- SDELL70 – Student Detail ELL Assessment Search Report
- SDELL71 ELL Report
- SDELL72 ELL Assessment Report
- SDELL73 Language Assessment Totals Report



ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT

Academic Performance Standards

Student Report

TEACHER: NO NAME GIVEN
 SCHOOL: DESERT EDGE HS - 070516203
 DISTRICT: AGUA FRIA UHSD
 GRADE: 12 AGE: 17 Yrs 09 Mos
 TEST DATE: 05/09 SAIS ID NUMBER:
 OTHER INFO: 042109
 AZELLA LEVEL/FORM: HIGH SCHOOL/A

Learner Snapshot

Overall, Johnny scored a total of 89 points out of a maximum number of 110 points. This student's composite Performance Level is Intermediate. The narratives below describe this student's performance in the different content areas.

Total Composite Scaled Score
 705

Performance Level	PE					E	B	I	P	
Scaled Score	300	400	500	600	700	800	900	✓		

PE = Pre-Emergent, E = Emergent, B = Basic, I = Intermediate, P = Proficient

	Max. Score Pts. Poss.	Score Pts. Earned	Scaled Score	Performance Level					Narrative
				PE	E	B	I	P	
Listening	20	14	686				✓		This student's Listening Performance Level is Intermediate. This student is able to summarize main ideas and supporting details in an oral discourse on personal, social, or academic topics, with little repetition or rephrasing required. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.
	34	34	804					✓	This student's Speaking Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student can express certainty and doubt; make predictions; express sympathy, empathy, and gratitude; summarize events; report to and inform others about events; and draw inferences. This student is able to question, solicit, and restate information about newly-learned information.
	44	31	691				✓		This student's Comprehension Performance Level is Intermediate. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student understands the meaning of many multiple meaning words that have a different meaning in mathematics. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
SAIS DATA	54	48	718					✓	This student's Oral Language Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student is able to participate in social conversations by asking and responding to questions, expressing feelings such as certainty and doubt, make predictions; express sympathy, empathy and gratitude; summarize events; and report on events. This student is able to respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a broad range of persuasive and expressive personal, social, and academic topics.
	24	17	695				✓		This student's Reading Performance Level is Intermediate. This student can determine the meaning of figurative language, including similes, metaphors, personification, and idioms some of the time. This student knows the meaning of many multiple meaning words that have a different meaning in mathematics. This student is able to summarize main ideas in text and can use information from text and text features to determine the sequence of activities needed to carry out a procedure. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
	32	24	699					✓	This student's Total Writing Performance Level is Intermediate. This student is able to produce independent writing that uses on-grade English conventions, and has some errors that occasionally impede communication. This student is able to create essays in various genres that include identifiable main ideas that contain general supporting details. This student is able to write using simple organization with some relationship among ideas present and lapses in sequencing and use of transitions. This student uses ordinary, generic word choices and repetitive sentence patterns. Occasionally, this student attempts to write more complex sentence structures.

Overall Assessment Result (Language)

(ADE SAIS determines this field for the LEA.)

3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	ELL After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
7	English Language Learner (ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program.
8	Continuing FEP Year 1	This student was previously Reclassified FEP the prior fiscal year and is being monitored.
9	Continuing FEP Year 2	This student was previously Reclassified FEP and is being monitored in the second year.

WHAT MAKES A STUDENT ELL?

- The PHLOTE Form?
- The AZELLA?
- The Student Scores Basic?
- Parent Says Yes To Program Placement?
- The ILLP Gets Filled Out?

WHAT MAKES A STUDENT ELL?

- NONE of those reasons will make the student ELL.
- By following the assessment process, this will **QUALIFY** the student for Language Program Participation Services.

WHAT MAKES A STUDENT ELL?

- Placing a qualifying student into a **Language Program in SAIS** is what classifies that student as an English Language Learner (ELL).

Language Program Participation

IN: The LEA determines this field in SAIS.

- Possible choices in SAIS when placing a qualifying ELL student into a language program:
 - A** Structured or Sheltered English Immersion (SEI)
 - B1** Bilingual/Dual Language with Waiver 1
 - B2** Bilingual/Dual Language with Waiver 2
 - B3** Bilingual/Dual Language with Waiver 3
 - I** Individual Language Learner Plan (ILLP)

Language Program Exit Reason

OUT: The LEA determines this field in SAIS.

- 1 - Reclassified as FEP by Reassessment
- 2 - Withdrawn from school
- 3 - Withdrawn by parent request
- 5 - Transferred to a different program
- 7 - Withdrawn due to SPED Criteria
- 8 - Transferred to Different Track