



Arizona Department of Education
Office of English Language Acquisition Services

English Language Learner Guide For Local Educational Agencies (LEA)

A Guide to

- ✓ Identification
- ✓ Assessment
- ✓ Federal and State Compliance
- ✓ Forms
- ✓ SEI Models
- ✓ Title III
- ✓ Monitoring Protocol
- ✓ Frequently Asked Questions
- ✓ Glossary



IDENTIFICATION

COMPLIANCE ITEM(S)

The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the Superintendent of Public Instruction. A.R.S. §15-756(A)

The primary or home language of all students shall be identified by the student's parent or legal guardian on the enrollment form and on the home language survey. R7-2-306(B)(1)

Enrollment Form

- ✓ **Must have an original enrollment form in the ELL file**
 - **The three language questions that are listed on the Home Language Survey (PHLOTE) form must be included on the enrollment form. A response of a language other than English to any of the three questions on either the enrollment form OR the Home Language Survey (PHLOTE) form requires assessment.**
 - What is the primary language used in the home regardless of the language spoken by the student?
 - What is the language most often spoken by the student?
 - What is the language that the student first acquired?
- ✓ **Each original enrollment form must be:**
 - Dated
 - Signed by parent(s)/guardian(s)
 - If the form is provided in a language the parent can understand, it must also be in English.

Home Language Survey (PHLOTE) Form (may not be altered)

- ✓ **Must have a Home Language Survey (HLS) in the ELL file**
 - **NOTE: The Home Language Survey does not need to be completed annually.**
- ✓ **Home Language Survey must be:**
 - Dated
 - Signed by parent(s)/guardian(s)
 - If the form is provided in a language the parent can understand, it must also be in English.
- ✓ **Parent has the right to withdraw their ELL student from receiving ELL services**
 - A parent withdrawal form must be completed and placed in the ELL file.
 - If a student is withdrawn from services by parent request, he/she will continue to be assessed yearly until an overall proficient score is achieved.

ASSESSMENT – ENGLISH LANGUAGE PROFICIENCY

COMPLIANCE ITEM(S)

The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of the English language proficiency assessment in a manner prescribed by the Superintendent of Public Instruction. **A.R.S. §15-756(B)**

Note: As of August 2006, the state-approved English language learner assessment is the Arizona English Language Learner Assessment (AZELLA).

TIMELINES FOR ASSESSING

If the LEA is receiving Title III funds, new PHLOTE students will be assessed

- within 30 days of the beginning of the school year
- or
- within two (2) weeks of the student's enrollment in school.

If the LEA is not receiving Title III funds, new PHLOTE students will be assessed

- within 60 days of the beginning of the school year
- or
- within 30 school days of a student's enrollment in school, whichever is later.

LEA RESPONSIBILITIES:

- ✓ Each new PHLOTE student should have an initial assessment report (student report) in his/her ELL file.
- ✓ All English language learners should be reassessed annually. The Spring 2014 testing window is from February 10 – March 28, 2014.
- ✓ LEAs must ensure that the English language proficiency assessment (AZELLA) is administered by individuals who are proficient in English and who have received training. **For complete guidance regarding AZELLA testing and training required, please go www.azed.gov/standards-development-assessment/arizona-english-language-learner-assessment-azella**

Guidance from ADE Assessment Division

For School Year 2013-2014, the new AZELLA tests will be fully implemented.

- Last year's AZELLA Kindergarten Placement Test will continue to be used.
- There will be new AZELLA Placement Tests for Stages II-V (Grades 1-12). The new AZELLA Placement Tests are different from the annual AZELLA Reassessment Test administered in the spring but are equated to the reassessment test.
- An AZELLA Placement Test for School Year 2013-2014 may be administered no sooner than two weeks prior to the start date of school.

For complete guidance regarding AZELLA testing and training required, please go www.azed.gov/standards-development-assessment/arizona-english-language-learner-assessment-azella

SPECIAL EDUCATION

COMPLIANCE ITEM(S)

- The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of the English language proficiency assessment in a manner prescribed by the Superintendent of Public Instruction. **A.R.S. §15-756(B)**
- Persons conducting the Arizona English language proficiency assessment shall participate in the Special Education multidisciplinary evaluation and/or with the IEP team in the determination of the student's English language proficiency designation. **R7-2-306(D)**
- Students who have been withdrawn from either a bilingual or SEI program due to Special Education criteria must have an IEP. **(Attorney General's Opinion 187-127 R86-154)**

GIFTED PROGRAM FOR ELLs

COMPLIANCE ITEM(S)

- Students who meet the qualifications for placement in a gifted educational program shall meet the same compliance items as all Primary Home Language Other Than English (PHLOTE) and ELL students.
- ELLs who meet the qualifications for placement in a gifted educational program shall receive programmatic services designed to develop their specific areas of potential and academic ability and may be concurrently enrolled in gifted programs and English language learner programs. **R7-2-306(E)**

PARENTAL NOTIFICATION AND CONSENT FORM

COMPLIANCE ITEM

Not later than 30 days after the beginning of the school year, and within two weeks during the school year, each eligible entity using Title III funds to provide a language instruction educational program shall inform the parent(s)/guardian(s) of an ELL child of the reasons for the identification of their child as limited English proficient and need of placement in a language instruction education program.
NCLB: Sec. 3302(a)(d)

The LEA shall assess the language proficiency of all new PHLOTE students within 60 days of the beginning of the school year or within 30 days of a student's enrollment in school if the LEA does not receive Title III funds.

Parent Notification and Consent Form may not be altered

Guidance

- ✓ **A Parental Notification and Consent form must be sent home annually within NCLB guidelines above:**
 - Completed annually
 - Signed and dated by parent(s)/guardian(s) and returned
 - Signed and dated by classroom/Language Arts teacher
 - Correct program placement indicated
 - Must be placed in the ELL file
 - If form is provided in a language the parent can understand, it must also be in English
 - Districts should document at least three attempts to attain the parental signature on a copy in ELL file

Parent Request For Student Withdrawal may not be altered

- ✓ **A Parent Request for Student Withdrawal form should be:**
 - Signed and dated by parent(s)/guardian(s)
 - Signed and dated by Principal or designee
 - Exited from ELL program in SAIS
 - If form is provided in a language the parent can understand, it must also be in English

Students withdrawn from ELL services by Parent Request **MUST** be tested annually until that student tests **proficient** on the AZELLA. (*USDOE audit findings*)

BILINGUAL/NATIVE LANGUAGE

With **prior written informed consent** to be provided **annually** of the child's parents or legal guardian, students may be placed in a Bilingual program. Such informed consent shall require that said parents or legal guardian to do the following:

- **personally visit** the school to apply for the waiver
- be provided a full description of the educational materials to be used in different educational program choices
- be made aware of all the educational opportunities available to the child

COMPLIANCE ITEM(S)

If a parent waiver has been granted, the affected child shall be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; in all other cases, such students must be permitted to transfer to a public school in which such a class is offered. **A.R.S. §15-753**

GUIDANCE: Students withdrawn from ELL services by a Parent Withdrawal **MUST** be placed in a mainstream classroom or qualify through the **WAIVER** process to be placed in a Bilingual/Dual Language program.

- ✓ **All English language learners must have a waiver #1, #2, or #3 completed annually before the beginning of the school year if placed in a bilingual program.**
 - parent must come in to request waiver
 - signed and dated by parent/guardian **annually** before classes begin
 - signed by principal
 - signed by superintendent (Waiver #3 only)
- ✓ **Students who have a waiver #1**
 - already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower. **Guidance: Must be Proficient based on the Oral Score on the AZELLA Student Report.**
- ✓ **Students who have a waiver #2**
 - older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills
- ✓ **Students who have a waiver #3**
 - evidence of placement in SEI classroom for 30 days prior
 - written description of no less than 250 words documenting these special individual needs in student's folder

REASSESSMENT / RECLASSIFICATION

COMPLIANCE ITEM(S)

- ELLs shall be reassessed for reclassification at least annually at the end of the school year in a manner prescribed by the superintendent of public instruction. **A.R.S. §15-756.05(A)**
- LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. **R7-2-306(G)(5)**

- ✓ **Each English language learner must be reassessed annually at the end of each school year. Each student's ELL file has evidence of the following:**
 - The English language proficiency assessment prescribed by the Superintendent of Public Instruction (AZELLA Student Report for each year in program)
 - Each student who scores below the publisher's designated score for fluent English language proficiency shall continue to be classified as ELL.

Reclassification Guidelines

- A student must meet the following criteria in order to achieve English language proficiency and exit the program: a score of proficient as a total combined score, proficient in the Reading domain, and proficient in the Writing domain.
- Students who are deemed proficient are assigned to a mainstream classroom.
- Each student who has been reclassified and placed in a mainstream classroom should be removed from ELL status in SAIS
- ✓ **Parent Notification of Reclassification (may be altered)**
 - Each student who has been reclassified as Fluent English Proficient (FEP) has a copy of the documentation sent home notifying the parent(s)/guardian(s) of the reclassification in their file. LEAs may use the Sample Notification of Reclassification letter that OELAS has developed, or they may create their own letter.
- ✓ **Two-Year Monitoring (may be altered)**
 - A Two-Year Monitoring form has been completed for each ELL who has reclassified as proficient. LEAs may use the two-year monitoring form that OELAS has developed, or they may create their own two-year monitoring form. If LEAs chose to create their own, all information on the sample two-year monitoring form must be included.
 - The two-year monitoring **BEGINS** the next year after a student tests proficient. (i.e. – If a student tests proficient in March 2013, the two-year monitoring begins the 2013-2014 school year)
 - **NEW for 2013-2014** - FEP students who are in their two-year monitoring **will no longer be assessed with the AZELLA** at the end of the year.

TWO-YEAR MONITORING OF FEP STUDENTS

COMPLIANCE ITEM(S)

- LEAs must monitor students using grade-appropriate and uniform criteria in:
 - Reading
 - Writing
 - Mathematic skills
 - Mastery of academic content areas, including science and social studies.
- The LEA shall use AIMS test scores to determine progress toward achieving the Arizona Academic Standards.
 - Performing satisfactorily will be measured by whether a student meets or exceeds the state standards in reading, writing, and mathematics as measured by AIMS.
- If the AIMS test score is not available, the LEA shall use one or more of the following criteria in its evaluation to determine progress toward achieving the Arizona Academic Standards:
 - LEA-developed criterion-referenced tests of academic achievement that demonstrate alignment to the Arizona Academic Standards; or
 - Standardized tests measuring academic achievement that demonstrate alignment to the Arizona Academic Standards; or
 - Nationally norm-referenced test scores; or
 - Teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards.
- Compensatory Instruction shall, with parent consent, be provided to fluent English proficient (FEP) students who need additional assistance in the area of English language proficiency.
R7-2-306(I)

- ✓ **Each FEP student who has exited the ELL program is being monitored for two years and each student's file has evidence of:**
 - Documentation of monitoring for each of the two years following the student exiting the ELL program which includes:
 - Test Scores
 - Dates of the reviews
 - Name(s) of the reviewers
 - A Written Individualized Compensatory Instruction Plan (WICP) if the student is not making satisfactory progress and needs additional assistance in English language proficiency.

GUIDANCE

The two-year monitoring **BEGINS** the year after a student tests proficient. (i.e. – If a student tests proficient in March 2013, the two-year monitoring begins with the 2013-2014 school year.)

TEACHER QUALIFICATIONS

COMPLIANCE ITEM(S)

Elementary School Teacher Qualifications

All teachers in SEI classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades K-6 must be Highly Qualified in elementary content as defined by the No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) **R7-2-613(J)**, an English as a Second Language endorsement (Provisional endorsement or full endorsement) **R7-2-613(I)** or a Bilingual endorsement (Provisional endorsement or full endorsement) **R7-2-613(H)**.

Middle Grades and High School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades 7-8 must be Highly Qualified in Language Arts or English as defined by the No Child Left Behind Act of 2001. Teachers in grades 9-12 must be Highly Qualified in English as defined by the No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) **R7-2-613(J)**, an English as a Second Language endorsement (Provisional endorsement or full endorsement) **R7-2-613(I)**, or a Bilingual endorsement (Provisional endorsement or full endorsement) **R7-2-613(H)**.

- ✓ **LEAs are reminded to update the information on the Highly Qualified Status of all teachers through ADE's Common Logon.**
- ✓ **SEI classroom teachers must be:**
 - Highly Qualified
 - Elementary (K-6)
 - Language Arts or English in Middle School (7-8)
 - (also departmentalized 6th grade)
 - English in High School (9-12) and
 - SEI, Bilingual, or ESL endorsement
- ✓ **ILLP teachers must be:**
 - Highly Qualified in the area of their instruction

CLASSROOM OBSERVATIONS

COMPLIANCE ITEMS

Children who are English language learners shall be educated through Sheltered English Immersion (SEI) during a temporary transition period not normally intended to exceed one year.

A.R.S. §15-752

Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. **A.R.S. §15-752**

SEI Classroom

- ✓ Evidence of four hours of English Language Development (ELD) based on the SEI Models
- ✓ Classroom instruction is in English
- ✓ Books and instructional materials are in English
- ✓ Arizona English Language Proficiency (ELP) Standard(s)/Performance Indicator(s) drive the instruction and either placed in the lesson plans OR on the board
- ✓ Classrooms are grouped per groupings approved by the SEI Models
- ✓ Teacher is highly qualified according to the SEI Models
- ✓ Review SEI classroom protocol in Monitoring Software section for monitoring SEI classrooms

Individual Language Learner (ILLP) mainstream classroom

- ✓ A completed ILLP for each student (including signatures from parents/teachers/administrator)
- ✓ A completed Attachment A and Attachment B should be in the classroom
- ✓ Evidence of all ELD components on an ILLP for each student (see ILLP section)
- ✓ Evidence of differentiated instruction for ELL students in the mainstream classroom
- ✓ Specific ELP Standard/Performance Indicator from Attachment A listed in teacher's lesson plans
- ✓ Review ILLP observations protocol in Monitoring Software section for monitoring ILLPs in mainstream classrooms.

SEE ILLP SECTION FOR COMPLETE GUIDANCE

COMPENSATORY INSTRUCTION

COMPLIANCE ITEM(S)

“Compensatory instruction” means programs in addition to normal classroom instruction that may include individual or small group instruction, extended day classes, summer school or intersession school and that are limited to improving the English proficiency of current English language learners and pupils who were English language learners and who have been reclassified as English proficient within the previous two years. **A.R.S. §15-756.11 (G)**

ELLs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the AIMS test or the nationally standardized norm-referenced achievement test adopted pursuant to ARS §15-741, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student’s academic file. **R7-2-306(F)(4)**

- ✓ **Compensatory instruction is provided in addition to normal classroom instruction.**
 - For example, before or after school, during intersession, summer school, Saturday school, etc.
- ✓ **Compensatory instruction must be offered to ELLs and FEPs (within the two-year monitoring time frame) who need additional assistance toward achieving proficiency of the Arizona Academic Standards.**
- ✓ **A Written Individualized Compensatory Instruction Plan (WICP) must be used for ELLs and FEPs who are eligible for compensatory instruction.**
 - In order for a student to participate, a parent must consent to Compensatory Instruction.
 - Note on the completed WICP if a student is offered Compensatory Instruction and does not participate. This will document that they have been offered the compensatory instruction, are in need of extra assistance, and chose not to participate.
 - The WICP must be individualized for the student’s needs.
 - The WICP must designate how the district will measure progress in the program.
 - Should be kept in student’s cumulative file.

Note: Title III funds may only be used for ELLs. A separate funding source must be used to provide compensatory instruction to FEPs.

Procedures for Identifying English Language Learner (ELL) Students

Upon enrollment, if any of the three questions on the Primary Home Language Other Than English (PHLOTE) Home Language Survey form or the school enrollment form are answered with any language other than English, the student is identified as a PHLOTE. The three questions are as follows:

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?

A.A.C. R7-2-306(B)(1)(2)(a)(b)(c)

Answered a language other than English to one or more questions:
Student is a PHLOTE.

Answered English to all questions:
Student is **not** a PHLOTE.
No assessment is required.

All new PHLOTE students **must** be assessed using the state-approved English language proficiency assessment. [Arizona English Language Learner Assessment (AZELLA)]

Requirements for Assessment and Parental Notification:

If the LEA receives Title III funds:

- Within 30 days for those students who enroll at the *beginning* of the school year, or
- Within two weeks of a student's enrollment in school *after* the first 30 days of school

If the LEA does NOT receive Title III funds:

- Within 60 days for those students who enroll at the *beginning* of the school year, or
- Within 30 school days for those students who enroll *after* the first 60 days of school

20 U.S.C. §7012(a)(d) and A.A.C. R7-2-306(C)(4)

Note: Check the SDELL 70 Report through the ADE Common Logon to see if the student has one of the following:

- an assessment history in SAIS
- and/or a current assessment in SAIS

Current assessment overall proficiency level:

- Not proficient

Assesment history:

- RFEP
- CFEP Y1

Monitor as required

A.R.S. §15-756.06

Student tests proficient in English:

- SAIS classification: Initial Fluent English Proficient (IFEP)
- No further assessment is required
- Mainstream classroom placement

Student does not test proficient:

- SAIS classification: English Language Learner (ELL)
- Parental notification (see above)
- LEA places student in an ELL Program

Parental Choice

Parents decline ELL services.

- Sign a Parent Request for Student Withdrawal
- SAIS: Withdrawn by parent request
- Student is placed in a mainstream classroom

20 U.S.C. §7012(a)(8)(A)(i)(ii)

The student continues to be reassessed annually at the end of the school year until the student is proficient in English.

A.R.S. §15-756.05

Parents accept services.

A.R.S. §15-756(C)

Student is reassessed at the end of the school year.

A.R.S. §15-756.05

If the student does not test proficient in English:

- SAIS classification: English Language Learner (ELL)
- Continues in the ELL program until proficient in English

If the student **does** test proficient in English:

- SAIS classification: Reclassified Fluent English Proficient (RFEP)
- Placed in a mainstream classroom
- Monitored for two years

A.R.S. §15-756.05(B)(C)
A.R.S. §15-756.06