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EL Forms and Documentation

EL COORDINATOR BOOTCAMP

AUGUST 10, 2021

Welcome

Today we will discuss what is mandatory as well as additional considerations for all required ELs forms.





EL COORDINATOR BOOTCAMP 2021
August 10, 2021 | 8:30AM - 3:30PM

Required EL Forms

| EL Form | Notes |
|---|-------|
| Home Language Survey (HLS) | |
| Initial AZELLA Assessment (Rapid Report and/or EL70) | |
| Annual AZELLA Reassessment (Report and/or EL70) | |
| Parental Notification and Consent Form | |
| Parent Request for Withdrawal from an English Learner Program | |
| Notification of Reclassification | |
| Two-Year Monitoring Form for Fluent English Proficient Students | |
| Written Individualized Compensatory Plan (WICP) | |
| AZELLA Placement Test Referral form: EL to Mainstream | |
| AZELLA Placement Test Referral form: Mainstream to EL | |

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Arizona Department of Education
Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student first speak or understand?

Student Name _____ District Student ID _____
Date of Birth _____ SSID _____
Parent/Guardian Signature _____ Date _____
District or Charter _____
School _____

Please provide a copy of the Home Language Survey to the EL Coordinator/Main Contact on site. In AzEDS, please enter all three HLS responses.

These HLS questions are in compliance with Arizona Administrative Code (R7-2-306(B)(1),(2)(a-c)). (Revised 01-2020)

Home Language Survey (HLS)

- Completed by a parent/guardian during initial enrollment of a student in the LEA/school.
- Determines eligibility for AZELLA assessment by identifying students with a Primary Home Language Other Than English (PHLOTE).

REQUIRED COMPONENTS

- Completed only **once**
- Must contain a legal signature and date
- All fields need to be completed (including SSID)
- Corrections to responses must be completed before the AZELLA is administered
- A hard copy must be placed in all student files

ADDITIONAL CONSIDERATIONS

- Annual training for registrars
 - Parent support
 - Checking for completion
 - Ensuring SSID is present/correct
- Internal audits to ensure a hard copy is in each file (ELs and non-ELs) and to eliminate duplicate forms

Home Language Survey

Requirements and Considerations

EL Assessment Data

AZELLA Student Reports

- A copy of the student AZELLA report will be provided each time an EL student takes a placement or reassessment AZELLA assessment.
- A copy of all AZELLA reports are placed in the EL student's file to document AZELLA test history.

EL70 Report

- An EL70 report should be pulled to check for current AZELLA history when a language other than English is noted on the PHLOTE and/or Enrollment form.
- If the EL70 shows an AZELLA history, place a copy in the EL student's file.



Sample AZELLA Report

Student Report

AZELLA Arizona English Language Learner Assessment Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999 (Cycle 07)



How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

- Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.
- Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.
- Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.
- Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: LASTNAME, FIRSTNA

SAIS ID#: 12345678

Birth Date: 99/99/9999

Test Date: 99/99/9999

Grade: 99

Dist-Sch #: 999999 - 999999

School Name: Sample Elementary School

District Name: Sample Unified School

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 | 2313 | | | | |
| | Scale Score | Pre-Emergent / Emergent / Basic | Intermediate | Proficient | |
| Domain Scores | *Reading | 218 | | | |
| | *Writing | 209 | | | |
| | Listening | 252 | | | |
| | Speaking | 208 | | | |
| Additional Scores | Language (Conventions/Vocabulary) | 214 | | | |
| | Oral (Listening/Speaking) | 228 | | | |
| | Comprehension (Reading/Listening) | 229 | | | |

mmdyy-Z0000001-0000000000000000-0000001



Sample EL70 Report

Students with an AZELLA test history will have data populated in the fields as shown below:

Student Demographics

| SAIS ID | Last Name | First Name | Middle Name | Birth Date | Last Name Student Goes By | Grade | Home Language | Gender |
|---------|-----------|------------|-------------|------------|---------------------------|-------|---------------|--------|
|---------|-----------|------------|-------------|------------|---------------------------|-------|---------------|--------|

Assessment History

| Assessment Date | Assessment Name | Total Scale Score | Overall Proficiency Level | Grade | ELL Classification | District Name | School Name | School CTDS | School Entity ID |
|-----------------|-----------------|-------------------|---------------------------|-------|--------------------|---------------|-------------|-------------|------------------|
|-----------------|-----------------|-------------------|---------------------------|-------|--------------------|---------------|-------------|-------------|------------------|

Most Recent Assessment Details

| Assessment Date | Assessment Type | Scale Score | Proficiency Level | Grade | Stage | District Name | School Name | School CTDS | School Entity ID |
|-----------------|-----------------|-------------|-------------------|-------|-------|---------------|-------------|-------------|------------------|
|-----------------|-----------------|-------------|-------------------|-------|-------|---------------|-------------|-------------|------------------|

Most Recent ELL Program History

| Date | Type | Description |
|------|------|-------------|
|------|------|-------------|





Arizona Department of Education
Office of English Language Acquisition Services

20__ - 20__ Parental Notification and Consent Form
For Student Placement in an English Learner Program

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations set for ELs are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one)
below grade level at grade level above grade level

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

- _____ Structured English Immersion (SEI) Pull-Out Model
- _____ Structured English Immersion (SEI) Two-Hour Model
- _____ Structured English Immersion (SEI) Newcomer Model
- _____ 50-50 Dual Language Immersion (DLI) Model
- _____ Bilingual with Waiver 1, 2, or 3 (Bilingual Parental Waiver Request Application is required)

A student must meet the following criteria on the AZELLA in order to achieve English language proficiency and exit the EL program: A proficient score on the reading and writing domain scores as well as a proficient score on the total combined score. A.R.S. § 15-756.05

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year. ESSA § 1112(e)(3)(A)(B)

This form should be placed in the student's cumulative folder. (Revised 05-2020)

Parental Notification and Consent Form

- Used to notify parents their student has qualified for EL services and will be placed in an EL program.
- Informs parents which EL program their student has been placed in and who is responsible for providing those services.
- Informs parents of their rights including refusal of services.

REQUIRED COMPONENTS

- Completed annually within 30 calendar days of the first day of school or 2 weeks for students who enroll thereafter
- All fields must be completed
 - Mark the correct SEI Model placement
 - Teacher signs and dates prior to form being sent home
 - Parent signs and dates or documented 3 attempts

ADDITIONAL CONSIDERATIONS

- Procedure to ensure the form is:
 - completed correctly
 - completed in its entirety
 - signed by the teacher prior to being sent home to the parent
- Procedure for documenting 3 attempts
 - Annotate (notes, stamp, label) on the original form and send home a copy for each attempt

Parental Notification and Consent Form

Requirements and Considerations

Parent Request for Student Withdrawal

- Used to document students who have been withdrawn from EL services due to parent/guardian request.



Arizona Department of Education Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

| | | | |
|--------------|---------------------|------------|-------|
| Student Name | _____ | | |
| | Last Name | First Name | M.I. |
| SSID | District Student ID | School | Grade |

As the parent/guardian of the student named above, I am exercising my right to request that my student be removed from his/her designated English learner program (Structured English Immersion, 50-50 Dual Language Immersion, or Bilingual with Waiver). I have discussed any alternative educational options with my student's teacher and/or principal, and I am requesting that the student be placed in a mainstream, non-English learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my student from English learner services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the Arizona English Language Learner Assessment (AZELLA) until an Overall Proficiency Level of "Proficient" is attained.

Signature of Parent/Guardian _____ Date _____

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment (AZELLA) Proficiency Levels:

Reading _____ Writing _____ Total Combined _____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/guardian, and I agree to place the student according to the parent/guardian's wishes.

Signature of Principal _____ Date _____

This form should be placed in the student's cumulative folder. (Revised 05-2020)

REQUIRED COMPONENTS

- A parent/guardian must initiate a request for withdrawal from an EL program
- The parent/guardian and the EL student's teacher and/or principal must discuss educational options for the student **prior** to signing the form
- Form must be completed any time there is a change in EL program options available to the EL student
- EL students withdrawn by parent/guardian request must continue to take the annual AZELLA reassessment until they achieve an Overall Proficient level

Parent Request for Student Withdrawal

Requirements

Notice of Reclassification

- Used to inform parents their student has obtained an overall score of proficient on the AZELLA.



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 07-2020)

REQUIRED COMPONENTS

- Completed by the EL Coordinator or Assessment Administrator
- Does not require a parent/guardian signature
- Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year
- Maintain a copy of the letter in the student's cumulative and/or EL file

Notice of Reclassification

Requirements

Two-Year Monitoring Form for Fluent English (FEP) Students

- Used to monitor the academic progress of students who have been reclassified as FEP



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

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature - Year 1 _____ Date _____

Monitor's Signature - Year 2 _____ Date _____

(Revised 07-2020)

REQUIRED COMPONENTS

- Documentation begins the school year after the year the student was reclassified as FEP
- Must be completed by the end of the first and second school years following the reclassification year
- Form must be signed and dated

ADDITIONAL CONSIDERATIONS

- Include a variety of formative and classroom assessment in addition to summative assessments
- Ensure the person/people completing the form have the greatest access to student data and performance records

Two-Year Monitoring Form

Requirements and Considerations

Written Individualized Compensatory Plan (WICP)

- A WICP is required for all ELs and FEP students participating in a compensatory instruction program that takes place outside of the regular school hours.

ELL Compensatory Instruction for English Language Development Written Individualized Compensatory Plan (WICP)

Student Name (Last, First): _____ Date: _____

School: _____ School Year: _____

Grade: _____ SSID Number: _____ Primary Home Language: _____

Student's overall AZELLA proficiency level upon entry into compensatory instruction program: (circle one)

Pre-Emergent Emergent Basic Intermediate Proficient

Teacher(s) providing compensatory instruction: _____

Types of Compensatory Instruction to be provided to this EL or recent FEP student and related dates:

Extended day classes ___ Date started: _____ Date ended: _____

Summer school ___ Date started: _____ Date ended: _____

Intersession ___ Date started: _____ Date ended: _____

Individual instruction ___ Date started: _____ Date ended: _____

Small group instruction ___ Date started: _____ Date ended: _____

Other programs ___ Date started: _____ Date ended: _____

Measurable annual goal(s):

Instructional objectives targeted to improve English proficiency:

1. _____

2. _____

3. _____

Assessments used in Compensatory Instruction program to measure progress:

1. _____

2. _____

3. _____

Teacher providing Compensatory Instruction Date

Parent Date Principal Date

Note: A WICP form is required for each student participating in a Compensatory Instruction Program. This form must be kept in the student's cumulative file. (R7-2-306(F)(4))

REQUIRED COMPONENTS

- Signed and dated by the teacher, parent/guardian, and principal
- All fields must be completed

WICP Form

Requirements and Considerations

Moving from EL Services to Mainstream

- Required for administering a mid-year AZELLA assessment
- Intention for demonstrating proficiency and moving an EL into a mainstream classroom
- Must be appropriately signed & dated

*See form for specific details



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from EL Services to Mainstream – Start of School Year

This form should be used for a student (Grades 1–12 current enrollment) whose most recent AZELLA test was administered during the prior fiscal year, has an Overall Proficiency Level of Intermediate, and qualifies for re-administration of the AZELLA Placement Test with the **intention of demonstrating proficiency** and moving into a mainstream classroom at the Start of the School Year.

A student who is enrolled as a Parent Withdrawn EL is **Not Eligible** for this retesting opportunity because the student is already placed in a mainstream classroom. Parental permission/notification before administering the AZELLA Placement Test in this circumstance is **not** required.

Date _____ Student Name _____ SSID _____
District _____ School _____ Current Grade _____

Start of the School Year AZELLA Placement Testing

The re-administration of the AZELLA Placement Test at the start of the school year must occur no later than two (2) weeks after the student's first day of school for the current school year. The student should have performed comparably to his/her English-only peers during a Summer School Course/Class.

Student performed comparably to English-only peers for the Summer School Course/Class.

Summer School Course/Class _____
Teacher _____ Date(s) of Course/Class _____

Student's Most Recent AZELLA Results

Test Date _____ (must be from the previous fiscal year)

Overall Proficiency Level (OPL) must be **Intermediate**. The **Total Combined** proficiency level **must be Intermediate**.

The **proficiency levels** for the domains listed below must be either Intermediate or Proficient and the **scaled scores must be 247 and higher**.

| | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Reading: | Writing: | Listening: | Speaking: |
| <input type="checkbox"/> Intermediate | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Intermediate | <input type="checkbox"/> Intermediate |
| <input type="checkbox"/> Proficient | <input type="checkbox"/> Proficient | <input type="checkbox"/> Proficient | <input type="checkbox"/> Proficient |
| Scaled Score _____ | Scaled Score _____ | Scaled Score _____ | Scaled Score _____ |

Moving from Mainstream to EL Services

- Used when student is being referred for AZELLA testing outside of the annual reassessment window.
- Required for teacher referrals.
- Must be appropriately signed & dated
- Referrals for students in Special Education must also be signed by the Special Education teacher

*See form for specific details



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligible for EL Services. The student being referred for EL Services has never been tested with an AZELLA Test due to an all English Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Services and Withdrawn due to SPED Criteria by the student's IEP Team.

A parent conference and permission to administer an AZELLA Placement Test is **required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Services if their student scores an Overall Proficiency Level of less than Proficient.

Date _____ Student Name _____ SSID _____

District _____ School _____ Current Grade _____

Parent Conference Date _____

Check one:

- Student has an all English Home Language Survey
- Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- Student was Withdrawn due to SPED Criteria on _____.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers **using** classroom, school-wide, district-wide, and state-wide tests (AzMERIT/AzM2 ELA for grades 3–12), and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student's 2-year monitoring form must be attached to this referral.

(Grades 3-12) FY2021 AzMERIT ELA: Partially Proficient Proficient Highly Proficient

Prior School Year:

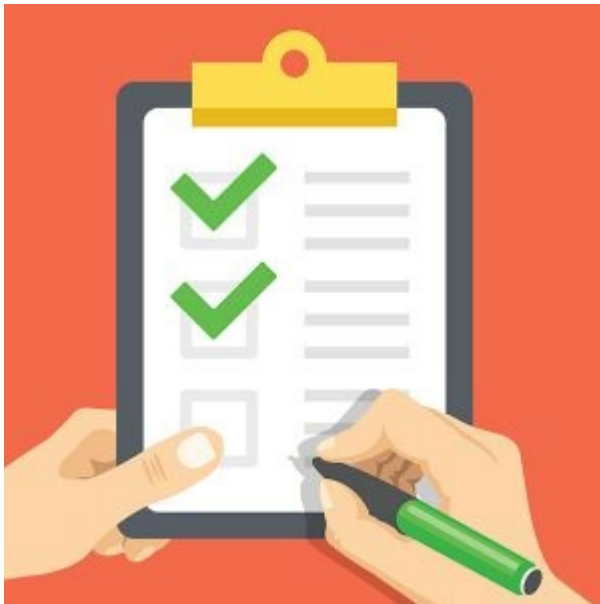
End-of-year Student's School Report Card Grades: English Language Arts _____ Reading _____

End-of-year (last quarter) **District** ELA and Reading assessment data:

Date: _____ Result: _____ Name of District Assessment: _____

Date: _____ Result: _____ Name of District Assessment: _____

Internal File Review



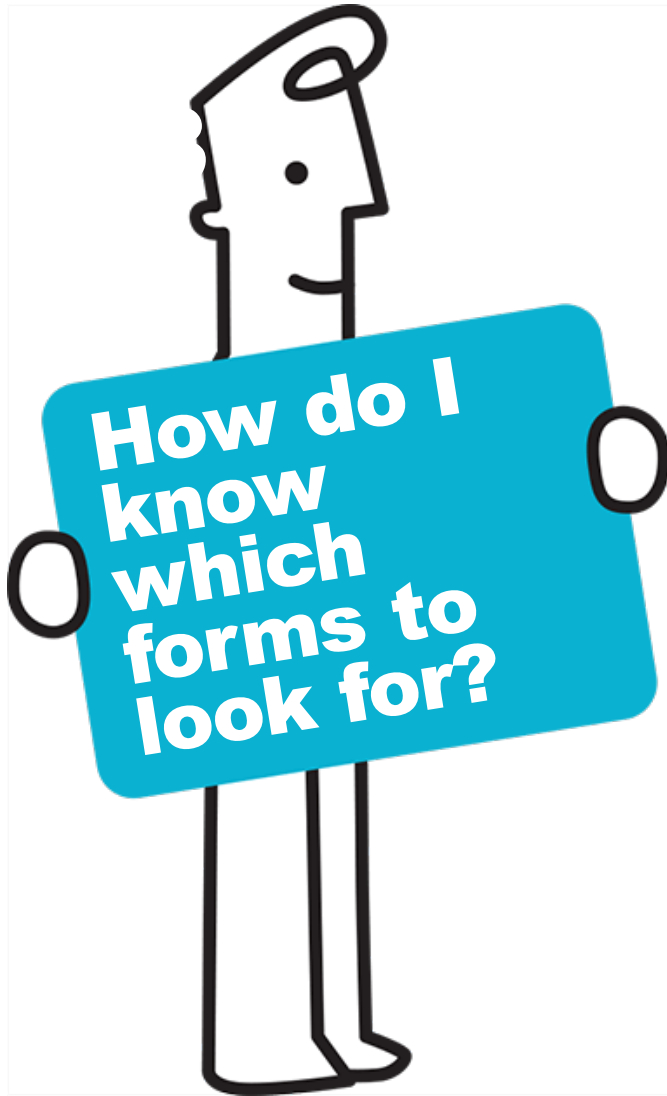
OELAS recommends that LEAs regularly conduct internal checks to ensure student files are complete and meet the requirements of Federal and State laws.


A Note on Terminology

File vs. EL File

- Documentation for EL students is maintained as part of the students' cumulative record
- Many school districts and charter schools choose to include a folder specifically for EL documentation for their EL students – this is entirely an LEA decision






EL COORDINATOR BOOTCAMP 2021
 August 10, 2021 | 8:30AM - 3:30PM

EL Form Requirements

| EL Form | Required For |
|---|--|
| Home Language Survey (HLS) | All students enrolled <i>(EL & Non-EL)</i> |
| Initial AZELLA Assessment <i>(Rapid Report and/or EL70)</i> | All students with a Primary Home Language Other Than English (PHLOTE) <i>(EL; Non-ELs with an Initial Proficient Score)</i> |
| Annual AZELLA Reassessment <i>(Report and/or EL70)</i> | All ELs <i>(including Parent Withdrawn)</i> |
| Parental Notification and Consent Form | All enrolled ELs |
| Parent Request for Withdrawal from an English Learner Program | Identified ELs when applicable |
| Notification of Reclassification | FEPs when applicable |
| Two-Year Monitoring Form for Fluent English Proficient Students | All ELs & FEPs when applicable |
| Written Individualized Compensatory Plan (WICP) | All ELs & FEPs when applicable |
| AZELLA Placement Test Referral form: EL to Mainstream | Any student when applicable |
| AZELLA Placement Test Referral form: Mainstream to EL | Any student when applicable |

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EL Form Requirements

| EL Form: | Required For: |
|---|--|
| Home Language Survey (HLS) | All students enrolled <i>(EL & Non-EL)</i> |
| Initial AZELLA Assessment <i>(Rapid Report and/or EL70)</i> | All students with a Primary Home Language Other Than English (PHLOTE) <i>(EL; Non-ELs with an Initial Proficient Score)</i> |
| Annual AZELLA Reassessment <i>(Rapid Report and/or EL70)</i> | All ELs <i>(including Parent Withdrawn)</i> |
| Parental Notification and Consent Form | All enrolled ELs |
| Parent Request for Withdrawal from an English Learner Program | Identified ELs when applicable |
| Notification of Reclassification | FEPs when applicable |
| Two-Year Monitoring Form for Fluent English Proficient Students | All ELs & FEPs when applicable |
| Written Individualized Compensatory Plan (WICP) | All ELs & FEPs when applicable |
| AZELLA Placement Test Referral form: EL to Mainstream | Any student when applicable |
| AZELLA Placement Test Referral form: Mainstream to EL | Any student when applicable |



English Learner (EL) Forms

▶ State-Approved EL Forms for Student Files (not to be modified)

▶ Sample EL Forms (may be modified)

▶ Guidance for EL Forms

AZELLA

EL Data

EL Forms

ELP Standards

Professional Learning

SEI Budget

SEI Endorsement

SEI Models

Title III

Forms Location

All EL Forms can be found on our website:

<https://www.azed.gov/oelas/forms>



English Learner (EL) Forms

▶ State-Approved EL Forms for Student Files (not to be modified)

Must be used as is without any changes/modifications.

▶ Sample EL Forms (may be modified)

Must maintain all original form information/content.
Can be customized with LEA information (i.e. letterhead).

▶ Guidance for EL Forms

Guidance module with information on all EL forms.

AZELLA

EL Data

EL Forms

ELP Standards

Professional Learning

SEI Budget

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SEI Models

Title III

EL Forms Location

All EL Forms can be found on our website:

<https://www.azed.gov/oelas/forms>



For additional assistance on required documents for EL files or other EL programming needs, please reach out to your Regional Specialist.

If you do not know who your Regional Specialist is, please reach out to us at OELAS@azed.gov.

