

English Language Program Policies and Procedures

Purpose

Ensure the success of our English Language Learners (ELL) by enhancing instruction, assisting all students in achieving grade level standards, and helping ELL students reach proficiency in reading, writing, speaking and listening.

What is ELD?

The content of English Language Development (ELD) instruction includes pronunciation (phonology), word building blocks (morphology), word order (syntax), and vocabulary (lexicon and semantics) of the English language. These elements are foundational for proficiency in: Listening, Speaking, Reading and Writing.

AZELLA

AZELLA stands for Arizona English Language Learner Assessment. The AZELLA measure the English proficiency of students who have a primary home language other than English. The assessment is aligned to the English Language Proficiency (ELP) standards. The AZELLA determines a proficiency level of Pre-Emergent, Emergent, Basic, Intermediate, Proficient.

AZELLA Proficiency Levels

Proficiency Levels	Characteristics in Reading, Writing and Speaking
Pre-Emergent	Student does not understand enough language to perform in English.
Emergent	Student understands and can speak a few isolated English words.
Basic	Student may understand slower speech, and speak, read and write simple words and phrases, but often makes mistakes.
Intermediate	Student can understand familiar topics and is somewhat fluent in English, but has difficulty with academic conversations.
Proficient	Student can read and understand texts and conversations at a normal speed, and can speak and write fluently with minor errors.

The School offers two program options for English Language Learners:

1. Structured English Immersion (SEI)
2. Individual Language Learner Plan (ILLP) in a mainstream classroom

Structured English Immersion (SEI)

The Structured English Immersion (SEI) classroom is designed to teach English to students who are not proficient in the English language. The class structure consists of:

- English as the language of instruction.

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- Students receiving two (2) hours of English Language Development daily in Reading, Writing, Listening, Speaking, Vocabulary and Grammar.
- Materials in English.
- Students grouped by language proficiency level.
- Students taught by highly-qualified teachers.
- Students taught English at an accelerated rate.

ILLP (Individual Language Learner Plan)

The ILLP (Individual Language Learner Plan) is used at schools with low numbers of ELL students. The ILLP is the written plan in the mainstream classroom that specifies what happens, instructionally, for an English language learner (ELL). This plan documents the necessary four hours of English instruction the ELL student is receiving daily from a highly qualified teacher. The use of the ILLP will necessitate a commitment on the part of the administration and the teachers of the ELL student on an ILLP. The English Language Proficiency (ELP) Standards and Performance Indicators will be used in the instruction of ELLs on an ILLP.

Arizona English Language Proficiency (ELP) Standards

The Arizona English Language Proficiency (ELP) Standards provide a foundation for English language acquisition and the academic development of students who are identified as English Language Learners. The goal of these standards is to establish criteria to support students who are learning English as an additional language. The ELP Standards present a linguistic foundation in English that will provide English language learners with the skills, abilities, and knowledge to access content information in math, science, and social studies.

What Happens When My Student Becomes Proficient?

When a student scores “Proficient” on the Arizona English Language Learner assessment, (AZELLA), he or she has attained the English language proficiency level necessary to be exited from the English Language Learner program. You will receive a reclassification letter from the school advising you that your student is proficient and has exited the ELL program. The student will be monitored for two (2) years following his or her exit from the ELL program to ensure continued academic success.

Monitoring Students

Students will be monitored for two years after testing proficient on the AZELLA. The first year after testing proficient students are classified as FEP-1 (Fluent English Proficient - 1st Year). After scoring proficient for two consecutive years, students are classified as FEP-2 (Fluent English Proficient - 2nd Year).

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All subjects (except foreign language) are taught in English. The instruction includes:

- Structured English Immersion (SEI) instruction for English Language Learners (ELL)
- Language Arts in English
- Math, science, social studies through sheltered instructional strategies, which are techniques that are used to make the concepts understandable to all students.

Our SEI Program Description

Students in this program develop the ability to speak, read, and write in English at a proficiency obtained from the current AZELLA assessment. Students with a similar degree of fluency shall be grouped together whenever possible. Students classified as ELLs shall receive two (2) hours of English Language Development daily. The period of SEI instruction is temporary and not normally intended to exceed one year. Students will be expected to achieve at or above grade level in all academic areas. Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. Instruction is provided by an SEI trained teacher, a bilingual education endorsed or ESL endorsed teacher.

Materials:

Textbooks, materials, and assessments in English and aligned to the Arizona K-12 ACCRS. Classroom materials appropriate for the students' level of English language proficiency.

ELL Identification Procedure

Timeline: Within sixty (30) days for beginning of the year students

Within two (2) weeks of a student's enrollment in school

Identification Guidelines:

- Students with a Primary or Home Language Other Than English (PHLOTE) will be identified through the School Enrollment Form and Home Language Survey.
- Students will be identified as PHLOTEs if one or more of the responses on the above forms indicate a language other than English.
- New PHLOTE students will be administered the Arizona English Language Learner Assessment (AZELLA) within 60 days of the beginning of the school year or, if enrolled during the school year, within the first two weeks of enrollment.

Initial Language Assessment Procedure and Time Line

Timeline: Within sixty (30) days for beginning of the year students

Within two (2) weeks of a student's enrollment in school

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Initial Language Assessment Procedure and Timeline Guidelines:

- All students with a Primary or Home Language Other Than English (PHLOTE) will be administered the Arizona English Language Learner Assessment (AZELLA).
 - PHLOTE students in the following grades will be administered the AZELLA:
 - Kindergarten: Pre-literacy AZELLA: Listening, Speaking, Reading, Writing
 - Grades 1-2: Primary AZELLA: Listening, Speaking, Reading, Writing
 - Grades 3-5: Elementary AZELLA: Listening, Speaking, Reading, Writing
 - Grades 6-8: Middle School AZELLA: Listening, Speaking, Reading, Writing
 - Students in K-8 who score at or above the test publisher's score for proficiency on the composite Performance Level will be identified as Fluent English Proficient (FEP).
 - Students in K-8 who do not score at or above the test publisher's score for proficiency on the composite Performance Level will be identified as an English Language Learner (ELL). <https://www.azed.gov/sites/default/files/2023/06/AZELLA4OverallProficiencyDetermination6.28.2023.pdf>
- Parents will be notified within ten (10) days of assessment results.

Placement of Students Identified as English Language Learners

Timeline: Within five (5) school days after a student is designated ELL

English oral language reassessments will be administered in the spring of the current school year. These scores will be used to determine placement and eligibility for Type 1 waivers of ELL students for the following year.

Placement Guidelines:

- A Language Review Team (Principal, ELL teacher, Special Education teacher) at each school site will monitor the assessment, placement, reassessment and follow-up activities related to PHLOTE and ELL students.
- All students identified as English Language Learners (ELL) will be placed in a Structured English Immersion (SEI) program except those needing ILLP's
- Every reasonable attempt will be made to help ELL students become proficient in one year. In order to ensure full access to the curriculum, however, ELL students who have not been reclassified will be permitted to continue in the SEI program if they score below Proficient on the composite Performance Level on the AZELLA.
- Coordinators and SEI teachers will monitor the progress of all students in SEI classes. If a student is not making adequate progress, and it is the informed belief of the staff that the student has such special and individual physical or psychological needs above and beyond the lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English, then the parent

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and SEI teacher will meet to discuss and modifications to the instructional program.. If the parent requests a waiver, a Special Needs Documentation Form containing 250 words or more will be completed.

Once a student has been reclassified, he/she will be placed in a mainstream classroom.

English Language Learner Reassessment Procedure

Annually

Reassessment Guidelines:

- A continuing English Language Learner (ELL) may be reassessed for the purpose of determining English language proficiency at any time, but shall be reassessed at least annually at the end of the school year.
- Students who score at or above the test publisher's designated score for English proficiency on the composite Performance Level of the Arizona English Language Learner Assessment (AZELLA) will be reclassified as Fluent English Proficient (FEP). The student shall no longer be classified as an ELL and shall be reclassified as English proficient.
- A student who has scored English proficiency on the AZELLA shall be transferred to an English language mainstream classroom.
- Teachers will be notified that a student has been reclassified as FEP when the student meets the requirements for reclassification.
- Parents/Guardians will be notified that their child has been reclassified as FEP when the student meets requirements for reclassification and a dated copy of the notification will be placed in the student's cumulative file.
- ELLs of special education will be reassessed for English language reclassification with alternate procedures if the reassessment procedures above are determined to be inappropriate by a multidisciplinary evaluation or IEP team for a particular special education student. ELL staff conducting the English language reassessment will participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

Required Assessments

- New English Language Learner
 - ELL students in the first year of education in an Arizona school shall be assessed upon initial entry and at the end of the school year with the AZELLA
 - If the initial entry is after February 1, the second assessment is not required.
- Continuing English Language Learners
 - Students shall be assessed with the AZELLA at the end of each school year
 - Optional Assessments: Middle School
 - New and Continuing English Language Learners

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- Students may be assessed with the AZELLA at mid-point of the academic year (October, November, December); however, no student shall be assessed with the AZELLA more than 2 times in a school year.
- The student must have an overall composite score of Intermediate.
- The mid-term assessment of the AZELLA provides that a student, whose individual data indicates sufficient progress to warrant a reassessment, the opportunity to enter a mainstream classroom as soon as possible.
- The student receiving an AZELLA overall composite score of Proficient must be transferred to a mainstream classroom for second semester.
- The mid-term assessment may allow middle school students in their second or subsequent years, to be excused from the required hour of ELD Writing. This will be determined by a Proficient score on the AZELLA Reading and/or Writing subtest.

Fluent English Proficient Reclassification and Monitoring Procedure

Timeline: Once a year for two years following a student's exit

Monitoring Guidelines:

- Reclassified ELL students will be reassessed in each of two years following a student's exit to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board.
- The areas of reassessment are reading and writing skills, math skills and mastery of academic content areas, including science and social studies.
- An exited student has performed satisfactorily as determined by one or more of the following criteria:
 - If the AASA test is used to monitor an FEP student, they must meet or exceed the minimum competency standards.
 - If a district developed criterion-referenced test of academic achievement that demonstrates alignment to the Arizona Academic Standards is used to evaluate an FEP student, scores will be compared to the scores of other students of the same age or grade level to determine whether the student is performing satisfactorily.
 - If the Stanford 10 Standardized Achievement Test is used to monitor an FEP student, they must score 40% or above the Percentile Rank (PR).
 - If teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards are used, the student must be at grade level or above.
- Every effort will be made to accommodate reclassified ELL students to achieve satisfactory progress in the two years following a student's exit from the ELL program. Students who are not making satisfactory progress in the two years following their reclassification (as evaluated by one or more of the criteria above outlined) will be reenrolled in an ELL Program or given compensatory education,

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- upon parental consent. A Written Individual Compensatory Plan (WICP) describing the compensatory instruction provided will be maintained in the students' ELL files. Instruction will focus on the skill or knowledge deficits revealed by the reassessment results.
- Compensatory education (See Written Individualized Compensatory Plan-WICP form) may include individual or small group instruction, extended day classes, and/or summer school.

Classroom Procedures

Teacher lesson plans and schedules are the most controllable factors in compliance. It is necessary to have a lesson plan binder in plain view with all lessons available for district or state monitors to look through.

ELD lesson plans must have the following to be in compliance:

- Labeled, clear, discrete blocks with mandated time allocations (i.e. ELD Reading 40 minutes)
- Clock times (9:30-10:30)
- English Language Proficiency (ELP) Standard (Common Core standards may be used during planning but must not be cited in lesson plans)
- Language Objective with aligned Learner Evidence

Individual Language Learner Plans (ILLPs)

Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide English Language Development instruction through Individual Language Learner Plans (ILLPs) created for each ELL. The ILLP language was included in the SEI Model to address the special circumstances created at schools with low numbers of ELL students where it is not possible to provide SEI classrooms with highly-qualified SEI teachers assigned to provide the required four hours of English Language Development in Oral English Conversation and Vocabulary, Grammar, Reading, and Writing. The ILLP is the written plan in the mainstream classroom that specifies what happens, instructionally, for the particular English language learner (ELL). The English Language Proficiency (ELP) Standards and Performance Indicators will be used in the instruction of ELLs on an ILLP.

Mainstream teachers should utilize strategies for ELD instruction when working with English language learners. It is recommended that teachers strategically identify the Performance Indicators that will be used for the differentiated instruction of English language learners in the mainstream classroom. The identification of specific Performance Indicators should be based on:

Review of AZELLA Student Report as to student's needs and proficiency level and possible pre-assessment of student's knowledge and abilities as they pertain to specific

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instruction based on the time allocation. Teachers will review Performance Indicators and revise those that the English language learner has attained

All students who have an ILLP, regardless of language proficiency level, will receive instruction in Oral English Conversation and Vocabulary as well as Grammar. Students in 6th through 8th grade who have tested proficient in the Reading or Writing portions of AZELLA will not have goals written into their ILLPs for the domain in which they have achieved proficiency.

Accommodations are being made for Pre-Emergent or Emergent students on ILLPs. One option is to provide an alternative schedule. The alternative schedule provides an opportunity for the ILLP student to attend an English Language Development classroom for the Oral English Conversation and Vocabulary block as well as the Grammar block if the grade level of the available ELD classroom is appropriate. Additionally, each Pre-Emergent or Emergent student has been provided an account which allows them to be instructed daily for 30 minutes using *Rosetta Stone* to accelerate English language development.