



ARIZONA DEPARTMENT OF  
**EDUCATION**

**EL Handbook:  
A Guide for Practitioners of  
English Language Learning**

*(Published 12/1/24)*

**Office of English Language Acquisition Services**

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Please note that this *EL Handbook* is a living document that will be updated continuously. Revised dates will be included in the footnote. The most updated version may be found on the OELAS website: [Welcome to OELAS](#)

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## **INTRODUCTION**

The mission of the Office of English Language Acquisition Services (OELAS) is to provide systems, training, materials, and guidance for educators to assist English Learners (ELs) in *their* mission: attaining English language proficiency. The purpose of this manual is to provide guidance to all districts and charters throughout the state of Arizona on the rules, regulations and resources relevant to meeting these missions. References to statutes are provided frequently but individual schools, districts, and charters should endeavor to become knowledgeable of the laws that districts and charters are bound to observe. As legislative or system changes occur, this document will be updated accordingly.

## **ENGLISH LEARNERS (ELs)**

"English learner" or "limited English proficient student" means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English. ([A.R.S. § 15-751.4](#))

## **HISTORICAL OVERVIEW**

### [OELAS Legal and Historical Information](#)

*Title VI of the Civil Rights Act of 1964*: "National Origin Discrimination against Persons with Limited English Proficiency (LEP)" provided federal and state accountability in regard to LEP services. Guidance from the federal government in subsequent years (2000, 2001, 2002, 2003 and 2004) further clarified compliance standards.

*Bilingual Education Act (1968)*: In 1968, Congress amended the *Elementary and Secondary Act (ESEA) of 1965* by adding federal aid for educational programs, teacher training, development of instructional materials, and promotion of parent involvement. Eventually, the law was revised under the reauthorization of *ESEA* and *No Child Left Behind* to provide a formula-grant program to the states to promote English acquisition and academic growth and achievement for ELs.

*Lau v. Nichols (1974)*: The court deemed San Francisco's school systems had violated *Title IV of the Civil Rights Act of 1964* which prohibits discrimination on the basis of race, color, or national origin in programs that receive federal funding. This directed school districts to take steps to help ELs overcome language barriers and to ensure that they can participate meaningfully in the public schools' educational programs.

Following the Lau decision, Congress passed the *Equal Educational Opportunities Act (1974)* protecting the rights of all students by ensuring they receive equal educational opportunities. Section 1703(f) of the Equal Educational Opportunities Act of 1974 requires state educational agencies (SEAs) and local education agencies (LEAs) to take action to overcome language barriers that impede English language learner (ELL) students from participating equally in state and district educational programs.

Proposition 203, passed by the voters of Arizona in 2001, set forth specific legal mandates and establishment of Article 3.1, Chapter 7, in Arizona Revised Statutes. This, along with the consent order and stipulation reached through the lawsuit, *Flores v. State of Arizona*, combined to change funding, curriculum and instructional delivery systems for ELL students.

HB2064, passed by the Arizona legislature, became law in 2006. The provisions of the bill that applied to Arizona Revised Statutes, Article 3.1, English Language Education for Children in Public Schools A.R.S. § 15-751 through 15-757 were codified into law. In addition, this also affected A.R.S. § 15.241 and made appropriations.

The AZ ELL Task Force, established by HB2064, developed and adopted research-based models of SEI instruction, annually reviewed the models for effectiveness, and established procedures for determining incremental costs for the SEI models.

The Arizona State Board of Education (SBE) was transferred the authority, powers, duties and responsibilities of the AZ ELL Task Force which was dissolved in 2013. The SBE “shall adopt and approve research-based models of structured English immersion for school districts and charter schools to use.” (A.R.S. § 15-756.01)

The federal reauthorization of the *Elementary and Secondary Education Act* (ESEA) of 2015 aligned federal education resources by investing in reformed ESEA focused on raising academic achievement by allowing states and districts more flexibility to invest resources where they will have the greatest impact.

[Reauthorization of the Elementary and Secondary Education Act](#)

ESEA Title III (Sec. 3115 (a)) requires that LEAs develop and implement language instruction educational programs for elementary and secondary school programs based on methods and approaches that are scientifically researched and proven to be the best in teaching the limited English proficient student.

SB1014 was passed by Arizona legislature in 2019 which directed the SBE to adopt and approve evidence-based and research-based models that include a minimum amount of English language development per the approved 120 minutes per day, 600 minutes per week, or 360 hours per school year for pupils in kindergarten through grade 5; and 100 minutes per day, 500 minutes per week, or 300 hours per school year for pupils in grades 6 through 12. SB1014 also allowed school districts and charter schools to submit SEI models and alternative English instruction for approval by the SBE (based on the SBE-established framework for evaluating research-based models).

In 2019, Arizona’s Language Development Approach (LDA) was adopted by SBE. It is the foundational understanding that EL students are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring their success and achievement. Surrounding this core belief are four principles which reflect research-based and non-negotiable components of a comprehensive instructional program for Arizona’s ELs leading to attained English proficiency and academic access and achievement.

## STATUTORY DEFINITIONS

### [A.R.S. § 15-751](#)

#### **Bilingual education/native language instruction-**

A language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English.

#### **English language classroom-**

A classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language.

#### **English learner or limited English proficient student-**

A K-12 student for whom upon initial assessment using the Arizona-approved state language assessment has not demonstrated enough English proficiency in the domains of listening, reading, writing and speaking necessary to succeed in the school's mainstream instructional program.

#### **Sheltered English immersion or structured English immersion-**

An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language, when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English", or "structured English" found in educational literature.

**THE OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES  
(OELAS)**

[A.R.S. § 15-756.07](#)

The Office of English Language Acquisition Services shall:

- Develop guidelines for monitoring school districts and charter schools to ensure compliance with all federal and state laws regarding English language learners.
- In consultation with county school superintendents, develop regional programs to enhance all aspects of training for teachers and administrators.
- Publish English language learner guidelines for school districts and charter schools that include a list of relevant rules, regulations and statutes relating to English language learner programs to notify school districts and charter schools of their responsibilities.
- Provide technical assistance to school districts and charter schools to implement structured English immersion programs.
- Provide an annual report on English language learner programs to the state board of education, the auditor general, the governor, the president of the senate and the speaker of the house of representatives and present a summary of the report at a public meeting of the state board.



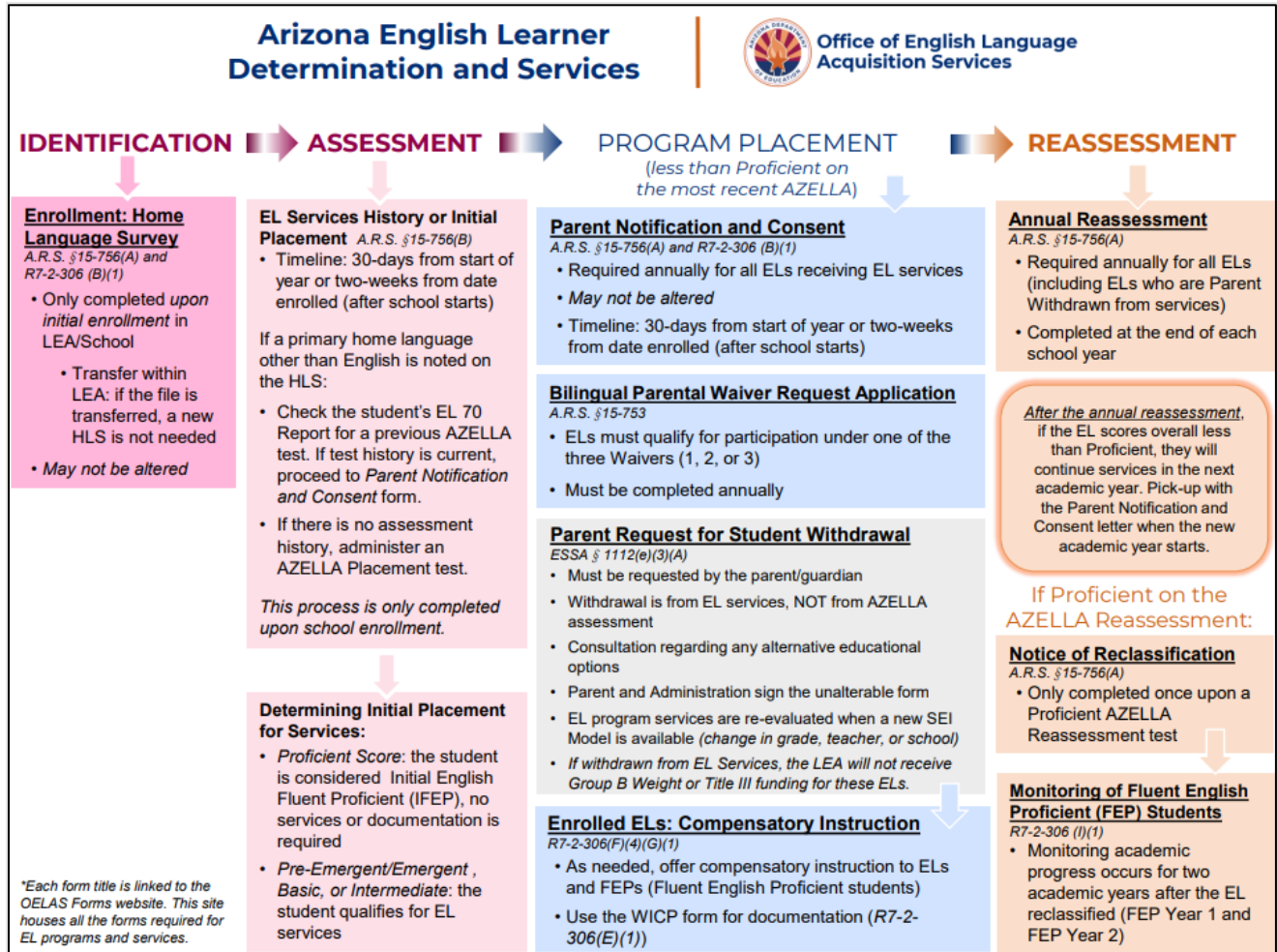
## OVERVIEW OF EL SERVICES

### Responsibility To Comply with State and Federal Laws

It is important to understand the responsibilities tied to running an EL program and ensuring that students are properly identified, provided EL services, and monitored for English language and academic content growth and proficiency. Below is a flow chart demonstrating the cycle of EL services, from identification to reassessment and the corresponding activities.

Nothing in sections 15-756 and 15-756.01 through 15-756.12 relieves a school district or charter school of its responsibility to comply with all state and federal laws. [A.R.S. § 15-756.13](#)

[EL Instructional Resources: Flow Chart:](#)



**Example Checklists**

As a resource, OELAS created a couple of example checklists of EL program activities to help EL Coordinators plan out the year and prioritize tasks. **It is important to note that every LEA may have different EL Coordinator and District Test Coordinator (DTC) job descriptions, roles, and responsibilities.** Therefore, the resources below are **only examples**; EL Coordinators and DTCs should create their own checklists relative to their own responsibilities at their sites/districts/charters.

*Example A – Based on the flow chart demonstrating the cycle of EL services.*

<b>A Year in the Life of an Arizona English Learner (Program and Services)</b>		
Every LEA should determine <b>who</b> will be responsible for completing the <b>tasks</b> .		
	<b>Task</b>	<b>Actionable Descriptions</b>
<b>IDENTIFICATION</b>	Home Language Survey (HLS) Completed upon initial enrollment in an LEA/school	<ul style="list-style-type: none"> <li><input type="checkbox"/> Office staff/registrars are trained to explain the purpose of the HLS and to inform parents of EL programs and services if applicable</li> <li><input type="checkbox"/> Enter the HLS language responses in the Student Information System (SIS)</li> <li><input type="checkbox"/> Notifying the EL Coordinator/EL Site Contact of newly enrolled students</li> </ul>
<b>ASSESSMENT</b>	Administer AZELLA Placement Tests	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain access to the <i>AzEDS Portal</i> and <i>Assessments</i> applications in ADEConnect (from the LEA Entity Administrator) to access EL Reports</li> <li><input type="checkbox"/> Complete the AZELLA Placement Test training modules</li> <li><input type="checkbox"/> Identify students for AZELLA Placement testing using the HLS and the EL70 and EL73 Reports (ongoing throughout the year with newly enrolled students)</li> <li><input type="checkbox"/> Administer AZELLA Placement Tests to eligible students (up to two weeks before the first day of school, within 30 days from the start of the school year, or within 2 weeks for students who enroll after the first day of school).</li> </ul>
<b>PROGRAM PLACEMENT</b>	Parent Notification and Consent (PNC)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete PNCs and send home within the required timeframe: 30 days from the start of the school year, or within two weeks for students who enroll after the first day of school</li> <li><input type="checkbox"/> Track and document 3 attempts to obtain parent signature on the PNC</li> </ul>
	EL Data	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enter/Update EL program and SEI Model membership in AzEDS via the SIS</li> </ul>
	Parent Request for Withdrawal from EL Services (PW)	<ul style="list-style-type: none"> <li><input type="checkbox"/> If there are changes to the EL program and services, or a newly transferred student had PW status on the EL70 Report, hold a consultation to provide the parent choice:                             <ul style="list-style-type: none"> <li>· If the parent chooses to enroll the student into EL services, then complete a PNC</li> <li>· If the parent elects to continue PW status, then complete a new PW form</li> </ul> </li> </ul>
	Compensatory Instruction (WICP)	<ul style="list-style-type: none"> <li><input type="checkbox"/> As needed, offer compensatory instruction to ELs and two-year monitored Reclassified Fluent English Proficient (RFEP) students – document the compensatory instruction offered on the WICP form</li> </ul>

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	File Maintenance	<input type="checkbox"/> Ensure EL forms are filed in the student’s cumulative file <input type="checkbox"/> Any forms identifying a student with a disability <b>MUST</b> be filed in the secured special education file. <input type="checkbox"/> Know Arizona record retention policies
	Teacher Qualifications and Professional Development	<input type="checkbox"/> Check teacher endorsements and qualifications to teach ELs <input type="checkbox"/> Support teacher completion of SEI endorsement coursework if needed <input type="checkbox"/> Schedule and provide ongoing professional development opportunities to build teacher capacity for pushing ELs’ English proficiency and academic achievement
	Reclassified Fluent English Proficient (FEP) Students	<input type="checkbox"/> Complete ongoing academic reviews for students in FEP Year 1 and FEP Year 2 monitoring by completing the <i>Two-Year Monitoring Form for Fluent English Proficient Students</i>
	Data Collection	<input type="checkbox"/> Conduct class observations to collect data <input type="checkbox"/> Pull site specific AZELLA data, LEA assessment data <input type="checkbox"/> Analyze trends and professional development needs <input type="checkbox"/> Schedule discussions to plan for the next school year (possible EL program changes, SEI Model changes, staffing changes, etc.) <input type="checkbox"/> Develop action plans to address EL academic growth and achievement goals, and language proficiency goals
<b>REASSESSMENT</b>	Annual Spring AZELLA Reassessment	<input type="checkbox"/> Complete the AZELLA Reassessment Test training modules <input type="checkbox"/> Create testing schedules <input type="checkbox"/> Assign testing proctors and track their training module completion <input type="checkbox"/> Administer the Spring AZELLA Reassessment to ALL ELs (including PW ELs) <input type="checkbox"/> Update EL program membership in AzEDS via the SIS
	Notice of Reclassification	<input type="checkbox"/> Upon receiving AZELLA Reassessment reports, send home one copy, and place the other copy in the student’s cumulative file <input type="checkbox"/> For students who scored Overall Proficient, complete and send home the Notice of Reclassification form (place a copy in the student’s cumulative file) <input type="checkbox"/> Update site/district EL, PW, and FEP 1 and FEP 2 rosters <input type="checkbox"/> Update EL program codes in the School Information System (SIS)

*Example B – Organized by tasks associated with the beginning of school year, Spring Reassessment, end of the school year, and ongoing tasks throughout the year.*

<b>A Year in the Life of an EL Coordinator</b>		
Before/ Beginning of the school year	Spring Reassessment	End of the school year
<ul style="list-style-type: none"> <li><input type="checkbox"/> Request access to <i>AzEDS Portal</i> and <i>Assessments</i> in ADEConnect applications (from your entity administrator) in order to access EL Reports</li> <li><input type="checkbox"/> Complete AZELLA Placement Test training modules</li> <li><input type="checkbox"/> Train Registrar/Office Staff on Home Language Survey (HLS) form collection</li> <li><input type="checkbox"/> Identify students for AZELLA Placement testing using HLS and EL 70/73 Reports</li> <li><input type="checkbox"/> Administer AZELLA Placement tests</li> <li><input type="checkbox"/> Notify Parent Withdrawn (PW) students <i>if</i> there are any EL program changes</li> <li><input type="checkbox"/> Send home LEA signed Parental Notification and Consent (PNC) forms, and file once parents have signed &amp; returned (or document three attempts)</li> <li><input type="checkbox"/> Update EL program and SEI model membership in AzEDS via your School Information System (SIS)</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete AZELLA Reassessment Test training modules</li> <li><input type="checkbox"/> Create testing schedules</li> <li><input type="checkbox"/> Administer the Spring AZELLA Reassessment to all ELs (current &amp; parent withdrawn)</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Upon receiving AZELLA Reassessment reports, send home a copy of the Student Reports; and for students who scored proficient, complete and send home the Parent Notice of Reclassification forms</li> <li><input type="checkbox"/> File reports and copies of the Parent Notice of Reclassification forms in student cumulative files</li> <li><input type="checkbox"/> Update program membership in AZEDS (via your SIS)</li> <li><input type="checkbox"/> Complete and file FEP 1 and FEP 2 monitoring forms</li> <li><input type="checkbox"/></li> </ul>
<b>Ongoing throughout the year / Preparing for the next school year</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Check EL 73 reports for newly enrolled EL/FEP students and follow identification process to determine EL need</li> <li><input type="checkbox"/> Monitor progress of file collection (PNC attempts)</li> <li><input type="checkbox"/> Spot-check student cumulative files for EL paperwork</li> <li><input type="checkbox"/> PW, FEP 1 &amp; FEP 2 data collection; support teachers on FEP 1 &amp; FEP 2 data collection as needed</li> <li><input type="checkbox"/> Complete and file the Written Individualized Compensatory Instruction Plan (WICP), when applicable</li> <li><input type="checkbox"/> Update EL student lists, including FEP and PW students</li> <li><input type="checkbox"/> Check teacher qualifications and endorsements</li> <li><input type="checkbox"/> Analyze data trends &amp; recognize EL program and professional development needs to either provide in current school year or plan for the next school year</li> <li><input type="checkbox"/></li> </ul>		

## IDENTIFICATION OF ENGLISH LEARNERS

### [A.R.S. § 15-756](#)

#### Identification of Primary or Home Language Other Than English

The primary or home language for all new pupils (students) who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.

The responses to the Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. The HLS must be completed by a parent/guardian during **initial** enrollment of a student in the LEA/school. The answers on the HLS will determine if a student will be administered an English language proficiency assessment. Parent(s)/Guardian(s) must respond to each of the three questions as accurately as possible. If they need to correct any of the responses, this must be done before the student takes the English language proficiency assessment (AZELLA Placement Test).

These HLS questions are in compliance with state and federal requirements:

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?

Students with a response other than English or American Sign Language (ASL) on the HLS, and who have no prior AZELLA history, shall be administered the AZELLA Placement Test.

#### Digital Enrollment & Electronic Signatures for EL Forms

Several state-approved EL forms may not be altered in any way and require a legal signature. Whether used in a digital or physical format, forms shall remain separate from other district and school-site forms to ensure that the purpose and process for completing the form are adequately communicated to parents and/or guardians.

Digital forms must include all text, or verbiage, from the federal and state-approved physical form. Forms requiring a legal signature must comply with Arizona law and state policy. Under A.R.S. § 18106(C) and [ADOA ASET Policy 5070](#), an electronic signature must be unique to the person using it, must be capable of verification, and shall not be able to be altered without invalidating the signature (or must maintain evidence of the deletion or alteration).

This HLS form is kept in the student's cumulative file. A copy of the HLS should be provided to the EL Coordinator/Main EL Contact on site. The most current HLS form can be found on the OELAS website, along with guidance for *Digital Enrollment and Electronic Signatures for EL Forms*: [EL Forms](#)

## **ASSESSMENT: IDENTIFICATION OF ENGLISH LEARNERS**

The English language proficiency (ELP) of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction :

- LEAs accepting Title I and/or Title III funds must administer English language proficiency assessments within 30 calendar days of the first day of school, or within two weeks for students who enroll thereafter.
- LEAs not accepting Title I and/or Title III funds must administer English language proficiency assessments within 60 calendar days of the first day of school, or 30 days for students who enroll thereafter.

The current English language proficiency assessment prescribed by the superintendent of public instruction is the Arizona English Language Learner Assessment (AZELLA). It is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. [A.R.S. § 15-756](#)

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program pursuant to: [A.R.S. § 15-752](#) or [A.R.S. § 15-753](#).

Any student with a response of a language other than English or American Sign Language on the HLS questions (and who have no prior AZELLA history [per the EL70 Report]) shall be administered an AZELLA Placement Test.

- Proficient Score: the student is considered Initial English Fluent Proficient (IFEP); no services or documentation is required
- Pre-Emergent/Emergent, Basic, or Intermediate: the student is entitled to EL services and shall be placed in an EL Program

The Assessment unit at the ADE provides annual training sessions statewide for LEAs in the administration, scoring and use of test results to guide instruction. Please visit the AZELLA web page for current guidance and resources. [AZELLA Assessment](#)

### **Alt ELPA**

The Alt ELPA is an alternate English language proficiency assessment designed for English learners with the most significant cognitive disabilities. Students must be determined eligible for alternate assessment by the IEP team.

Alternate Assessment District/Charter Test Coordinators are responsible for and have access to EL Reports for ELs who qualify for and take the Alt ELPA. Therefore, EL Coordinators should communicate regularly with Alternate Assessment District/Charter Test Coordinators to ensure that identification, assessment, and service requirements are being met.

### **English Learners with Previous AZELLA History**

It is important to check the AZELLA history of every newly enrolled student. In some cases, students may enroll at a new LEA who:

- have completed the HLS form with all English responses, but were identified as an EL at the previous LEA and have not yet obtained an Overall Proficient score on the AZELLA

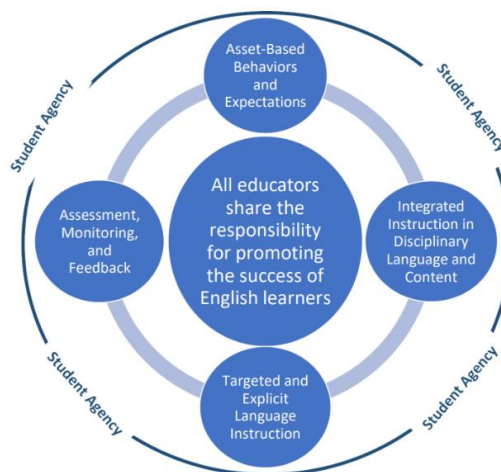
- missed the previous Spring AZELLA Reassessment window and now have outdated AZELLA results
- were identified as an EL, never obtained an Overall Proficient score on the AZELLA, and were withdrawn due to SPED criteria (which is no longer allowable per 2017 federal guidance)

LEAs must check the EL70 ELP Student Test History Report to review the student's testing and EL program history, and to determine next steps for placement, testing, or no further action.

## **STATE BOARD-APPROVED ENGLISH LEARNER PROGRAMS OF INSTRUCTION: ADOPTION/IMPLEMENTATION**

### **Language Development Approach (LDA)**

All individuals at every level within the educational system have an active role in ensuring the success and achievement of the English learners who attend Arizona schools. The four principles that surround the LDA's core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's ELs. The outer ring identifies the overarching goal of language and content instruction for ELs. [LDA](#)



### **Research-Based Models of Structured English Immersion**

At the forefront of educational decisions, LEAs should select the EL program(s) of instruction that best meets the needs of the diverse EL population.

According to A.R.S 15-756.01, models must include a minimum of 120 minutes daily/600 minutes weekly/360 hours yearly of ELD for grades K-5, and a minimum of 100 minutes daily/500 minutes weekly/300 hours yearly of ELD for grades 6-12. Additionally, approved instructional models must adhere to the following criteria:

- Provide coherent instruction aligned with this state's English Language Proficiency Standards (ELPS).
- Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
- Include access to complex language content through grade-level texts with appropriate supports.
- Include parental engagement strategies.

Each school district governing board and each charter school governing body shall select and implement on a school-by-school basis one or more models for structured English immersion and/or alternative English instruction that the state board of education adopts or approves pursuant to section 15-756.01. [A.R.S. § 15-756.02](#)

<b>Pull-Out SEI Model</b>	<b>Targeted Instruction</b> 60/50 minutes daily	<b>Integrated Instruction</b> 60/50 minutes daily	Remainder of the academic school day is taught in English.	
	Instructional Grouping: ELs Only	Instructional Grouping: ELs with non-ELs	ELs with non-ELs	
<b>Two-Hour SEI Model</b>	<b>Targeted Instruction</b> 120/100 minutes daily	<b>Integrated Instruction</b> The rest of the academic school day, minimum of one class/period	Remainder of the academic school day is taught in English.	
	Instructional Grouping: ELs Only	Instructional Grouping: ELs with non-ELs	ELs with non-ELs	
<b>Newcomer SEI Model</b>	<b>Targeted Instruction</b> 120/100 minutes daily	<b>Integrated Instruction</b> 120/100 minutes daily	Remainder of the academic school day is taught in English.	
	Instructional Grouping: ELs Only	Instructional Grouping: ELs Only	ELs with non-ELs	
<b>50-50 DLI Model</b>	<b>Targeted Instruction</b> 30/25 minutes daily	<b>Integrated Instruction</b> 90/75 minutes daily	This remaining time in this half of the day is to be taught in English.	Remainder of the academic school day.
	Instructional Grouping: ELs Only	Instructional Grouping: ELs with non-ELs	Instructional Grouping: ELs with non-ELs	Instructional Grouping: ELs with non-ELs
	<b>English Instruction</b>			<b>Partner Language Instruction</b>

\*\*The proportions above are representative of a general 6-hour academic school day for a traditional 5-day week (does not account for lunch, specials, block scheduling, shortened academic week, etc.). It is the responsibility of the LEA to ensure that the minimum minutes are addressed daily/weekly.

SB1014 calls for two hours daily of Targeted ELD Instruction. **How Targeted ELD Instruction is delivered is up to the LEA.** Keeping in mind that it is for ELs only, schools may provide it by:

- pulling ELs out of the classroom to an alternate classroom, learning space, etc.
- pulling ELs to the back or side of the classroom
- implementing a Walk-to-ELD for ELs and Walk-to-Read for non-ELs
- have the designated Targeted ELD teacher push-in to the classroom

**Note about the Pull-Out SEI Model** – This model was intended as an option for schools with a lower incidence of ELs. It provides the least amount of Targeted ELD Instruction and Integrated Instruction. LEAs must determine what is best for its ELs, including which SEI Model will yield the best results for its ELs.

**LDA Principle 2: Integrated Instruction**

All educators share the responsibility for designing instruction that **integrates language** and literacy development with content learning. This is accomplished by **using content standards to plan/drive instruction/assessment**. To support ELs’ meaningful access to the content, **Performance Indicators of the ELPS are selected to scaffold language by proficiency level**.

**LDA Principle 3: Targeted English Language Development Instruction**

Explicit English language instruction is a critical opportunity to intentionally support ELs in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. **Targeted ELD Instruction is Tier 1 instruction**; educators **use the Performance Indicators of the English Language Proficiency Standards** to teach **how English works**. The *SEI Model Implementation Guide* is a comprehensive guide that provides details on how LEAs will enact Arizona’s LDA and its four principles into practice, specifically in connection to the state board-approved English learner programs of instruction.



Any teacher responsible for teaching any portion of Targeted Instruction (ELD) or Integrated Instruction as part of the selected SEI Model(s) must have the state SEI, ESL, or BLE Endorsement, or evidence of state approved SEI coursework completion. (7.A.A.C.2.L). The OELAS SEI Endorsement webpage contains current SEI Endorsement course providers and information for perspective SEI course providers. [SEI Endorsement](#)

The SBE-approved English learner programs of instruction require the utilization of the SBE-approved 2019 ELPS. The Standards and Performance Indicators are organized by grade/grade-bands K, 1, 2-3, 4-5, 6-8, and 9-12. [ELP Standards](#)

The *SEI Model Implementation Guide* can be found on the OELAS [EL Instructional Services](#) webpage.

## **Additional EL Program Components**

### **Student Groupings for Targeted ELD Instruction**

During Targeted ELD, ELs are grouped with other ELs only. These groupings are comprised of ELs in only one grade level and English proficiency level to the extent possible, but when lower numbers indicate a need, may contain students in more than one grade level within the same ELP Standards band and/or within two adjacent proficiency levels.

### **English Learners with Disabilities (Dual-Labeled Students)**

Dual-labeled students, which are EL students with an Individualized Education Plan (IEP), are still required to receive the same Targeted ELD and Integrated Instruction services and minutes, which can be met by a qualified Special Education teacher with an SEI/ESL/BLI endorsement or completed SEI coursework. More information on this topic found here: [Webinar Wednesdays](#)

### **Half-Day Kindergarten**

A.R.S. § 15-756.01a does not state requirements for half-day Kindergarten programs. For any school providing a half-day Kindergarten program, implementation of an SEI Model would be reduced proportionately. For example, if the LEA selects the Pull-Out Model, a minimum of 30 minutes of Targeted ELD Instruction and 30 minutes of Integrated Instruction would be required to meet the SEI Model requirements. Guidance is taken from the SEI Model Implementation Guide which can be found on the OELAS [EL Instructional Services](#) webpage.

## **Training For Teachers of English Learners**

Federal laws require that “EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.” Therefore, LEAs must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide ongoing supplemental training when necessary. [English EL DCL Fact Sheet \(ed.gov\)](#)

OELAS provides ongoing trainings that create opportunities for teachers of ELs and EL program administrators to interact with methods, strategies, research, assessment, and evaluation components essential for implementing the SEI Models. Visit the OELAS Professional Learning page for current trainings being offered: [Professional Learning](#)

## PROGRAM PLACEMENT

### Parent Notification and Consent

*Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]. For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)].*

Once a student is identified as an EL per the AZELLA, he/she qualifies for placement in an EL program. Per ESEA section 1112(e)(3)(A-B), LEAs must notify parents of their student's placement in a language instruction educational program. The [Parental Notification and Consent Form \(PNC\)](#) is an annual form used to notify parents that their student has qualified for EL services and will be placed in an EL program. The PNC also informs parents of the EL program details and who is providing services along with their parental rights to refuse such services.

The timeframes for notifying parents must be met in order to comply with state and federal law:

- If the LEA accepts Title I and/or Title III funds, the LEA must send out notification within 30 calendar days of the first day of school, or, within two weeks for students who enroll thereafter.
- If the LEA does not accept Title I and/or Title III funds, the LEA must send out notification within 60 calendar days of the first day of school, or 30 days for students who enroll thereafter.

The teacher should sign and date the PNC prior to the form being sent home. Parents must sign and date the PNC, or the LEA documents 3 attempts to retrieve the parent signature/date. These attempts should be annotated on the original form where the first attempt is sent home within the required timeframe; additional attempts must be within a reasonable timeframe.

### Bilingual Parental Waiver

*The requirements of section 15-752 (providing instruction through structured English immersion) may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardians under the circumstances specified in this section. Such informed consent shall require that said parents or legal guardians personally visit the school to apply for the waiver and that they be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. [A.R.S. § 15-753](#)*

As detailed in sections 15-752 and 15-753, all Arizona school children have the right to be provided an English language public education at their local school. The parent or legal guardian of any Arizona school child shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual and compensatory damages, but not punitive or consequential damages. [A.R.S. § 15-754](#)

The [Bilingual Parental Waiver Request Application](#) is an annual form used by parents of ELs to request an alternative to English Language Education as specified in A.R.S. 15-753.

### **Parent Withdrawn English Learners**

*Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)].*

Once parents receive notification that their student is placed in an EL program, they have the right to withdraw their student from the EL program. The request to withdraw their student from EL services must be initiated by the parent and a consultation must occur to provide the parent with information regarding the student's progress, programs of instruction available, and to allow the parent to make an informed decision to opt out of EL services or have the student remain in the EL program. The parent must also be informed that their student maintains EL status and will continue to take the Spring AZELLA Reassessment until he/she scores Overall Proficient and no longer has an EL status.

The [Parent Request for Student Withdrawal from an English Learner Program](#) (PW) form is used to document EL students who have been withdrawn from EL services due to parent/guardian request. Principals must sign the PW form to attest to the parent request, the consultation, and parent decision to PW their student from EL services.

If an EL with a current PW status moves (from elementary to secondary, to a new LEA, or to a school implementing a different EL program), a consultation with the new school must occur to allow the parent to make an informed decision. If the parent decides to continue withdrawal from EL services, a new PW form must be completed and filed to document the consultation and decision. [ESEA section 1112(e)(3)(A) (vii)]

ELs who are parent-withdrawn from EL services maintain EL status, and under civil rights laws and federal requirements, LEAs must continue to monitor and support the English language proficiency and academic progress of students who opt out of EL programs and services. The [Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program](#) form is a sample form that is used to document progress. If a student does not demonstrate appropriate growth in English language proficiency or maintain appropriate academic levels, the LEA must inform the parents in a language they understand and offer EL services. [U.S. Department of Education: English Learner Toolkit - Chapter 7](#)

### **Compensatory Instruction for English Learners and Reclassified Fluent English Proficient Students**

ELs, and Reclassified Fluent English Proficient (FEP) students (who are under the two-year monitoring period) not progressing toward achieving proficiency of the Arizona Academic Standards adopted by SBE, as evidenced by the failure to improve scores on the statewide assessment, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. [R7-2-306(E)(4)]

All current ELs and FEP students shall be provided with compensatory instruction (instruction that takes place outside of the regular school hours). For these students, a [Written Individualized Compensatory Plan \(WICP\)](#) form is required; it is documentation that such compensatory instruction is offered and provided. If a compensatory instruction program was offered and a parent chooses not to have their student attend, the LEA should have the parent annotate and sign stating this choice. WICP forms should be filed in the student's cumulative, or EL file once completed.

## **EL DATA**

### **Reporting Requirements**

OELAS is required to analyze and report on the effectiveness of all models adopted or approved by the state board of education and identify the most effective models. Each school district and charter school are required to annually submit a report to the department that includes the number of pupils who are enrolled in each type of language acquisition program offered by the school district or charter school as verified by the student accountability information system established by section 15-1041. [A.R.S. § 15-756.10](#)

Therefore, schools and charters must ensure that each and every EL is correctly coded **at all times** under the EL Program Placement in its School Information System (SIS) in order for ADE to accurately report this information. Please refer to the coding guidance found on [AzEDS EL Transactions At-A-Glance](#).

LEAs should utilize their data to analyze EL trends and make instructional decisions to maximize EL instruction, academic growth and achievement of ELs, and reclassification of ELs to FEP status within a time period not normally intended to exceed one year.

## **REASSESSMENT AND RECLASSIFICATION OF ENGLISH LEARNERS**

### [A.R.S. § 15-756.05](#)

#### **Annual Reassessment**

All students with an EL status – receiving EL services or that are PW - are required to be administered an Spring AZELLA Reassessment. ELs who score Overall Proficient are reclassified as Fluent English Proficient (FEP) and no longer have an EL status. FEP students are exited from EL programs and services. A *Notification of Reclassification* letter must be provided to the parent/family notifying them of the change in their student's EL status. The [Notification of Reclassification Letter](#) is used to inform parents their student has obtained an overall score of proficient on the AZELLA.

ELs who score less than Overall Proficient continue in EL services in the next academic school year. The LEA must be prepared to send the Parental Notification and Consent forms at the beginning of the next school year.

PW ELs who score less than Overall Proficient continue their withdrawn from EL services status into the next school year and will continue to be administered the reassessment in the Spring

until an overall score of Proficient on the AZELLA is obtained. (If there is a programmatic change and/or the parent requests to re-enroll the student in the EL program being implemented, a PNC would be provided, and the student would be placed into EL services).

## **TWO-YEAR MONITORING OF FLUENT ENGLISH PROFICIENT STUDENTS**

Students who have scored Overall Proficient are reclassified as FEP students; they are placed in the mainstream program and must be monitored for two academic years following their reclassification. [R7-2-306(l)(1)]

The purpose of FEP monitoring is to ensure students exiting from EL status (1) have not been prematurely exited; (2) are provided support in any potential academic deficits as a result of participating in the EL program remedied; and (3) have meaningful participation in the standard program of instruction comparable to their never-EL peers.

Documentation of FEP monitoring begins the school year after the year students reclassify. The sample form, [Two-Year Monitoring Form for Fluent English Proficient Students](#), contains all the required components to be documented to monitor FEP students' academic progress in reading, writing, mathematics skills and academic content areas, including science and social studies for two academic years following proficiency. The monitor can include various formative and summative assessment data on the form. The monitor completing the form should have the greatest knowledge of student data and performance records. Documentation must be completed, signed, and dated by the monitor for each student at the end of the first and second school years of monitoring.

## EL PROGRAM MONITORING

### District and Charter Self-Monitoring: Measures of Program Effectiveness

In 1981, the Fifth Circuit Court issued a post-*Lau* decision in the *Castañeda v. Pickard* case concerning the education of minority students, specifically ELs. The case established a three-pronged test to evaluate the adequacy and effectiveness of an LEA's EL program:

- 1) Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
- 2) Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- 3) Does the LEA evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Successful EL programs enable ELs to attain both English proficiency along with “parity of participation in the standard instructional program, comparable to their never-EL peers, within a reasonable amount of time” ([EL Toolkit for SEAs and LEAs: Chapter 9](#)).

The [U.S. Department of Education English Learner Toolkit for State and Local Education Agencies \(SEAs and LEAs\)](#) offers tools for LEAs to conduct self-evaluations of their EL programs that go beyond data required for ESEA accountability purposes. The tools in this toolkit may support longitudinal self-monitoring to determine if ELs are, for example:

- Meeting college- and career-ready standards;
- Participating in and performing comparably to their never-EL peers in the standard instructional program;
- Accessing the same curricular and extra-curricular opportunities as their never-EL peers; and
- Exiting EL status at appropriate rates.

Accurate data reporting plays a very important role in the analysis of EL programs. LEAs must ensure that accurate data is entered into their reporting system (SIS), and an accurate reflection of instructional practices are documented (grading, formative district and state assessments, etc.). When evaluations show that EL programs are not effective, adjustments must be made to meet the needs and civil rights of ELs.

In order to ensure that the educational progress of all Arizona students in academic subjects and in learning English is properly monitored, a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year to all Arizona public schoolchildren. [A.R.S. § 15-755](#)

The national percentile scores of students shall be confidentially provided to individual parents, and the aggregated percentile scores and distributional data for individual schools and school districts shall be made publicly available on an internet web site, and the scores for students classified as “limited-English” shall be separately sub-aggregated and made publicly available there as well. [School Report Card](#)

### **Arizona Department of Education – English Learner Program Monitoring**

OELAS is mandated to monitor all LEA EL programs in alignment with legal requirements from identification to reclassification of ELs. LEAs are selected each year based on various data points, including but not limited to: EL population, reclassification rates, and state academic testing data.

During monitoring, OELAS will review and verify compliance with:

- Federal laws and regulations
- Title III – English Learners and Immigrant Youth requirements
- Arizona Revised Statutes (ARS)
- Arizona Administrative Rules (R)

EL Program Monitoring (ELPM) is conducted in two ways: Desktop Monitoring and On-Site Monitoring. Desktop monitoring is conducted solely electronically; on-site monitoring includes both electronic file review and on-site classroom observations, teacher interviews, and verification of program implementation.

To learn more about the monitoring tasks, visit the OELAS EL Program Monitoring web page. [EL Program Monitoring](#)

To learn more about the requirements for compliance regarding EL forms, review the Guidance posted on the OELAS EL Forms web page. [EL Forms](#)

OELAS is mandated by [A.R.S. § 15-756.08](#) to select a minimum of 32 LEAs per year.

- Category 1: Monitor each year at least twelve school districts or charter schools from the fifty school districts or charter schools in this state with the highest number of English language learners. The department shall monitor all fifty school districts or charter schools with the highest number of English language learners in this state at least once every four years.
- Category 2: Monitor each year at least ten school districts or charter schools that are not included in Category 1.
- Category 3: Monitor each year at least ten school districts or charter schools that are not required to provide instruction for English language learners for a majority of their grade levels (fewer than 25 ELs across the LEA).

### **Corrective Action**

If the EL Program Monitoring has resulted in findings, the LEA is placed in Corrective Action status and has 60 days (from the date of the issued written report outlining the finding(s)) to complete a plan to address any Corrective Action issues. OELAS then has 30 days to review the LEA-submitted Corrective Action Plan for any required changes. The LEA has 30 days to begin implementation of the Corrective Action Plan once approved. OELAS must then conduct a follow-up evaluation the following school year to ensure that the plan is being implemented.

In conducting the follow-up evaluation, if the department finds that the school district or charter school is not progressing toward compliance with state and federal laws applicable to English learners, the department shall refer the school district or charter school to the state board of education for a finding of noncompliance. A school district or charter school found by the board to be noncompliant shall not continue to receive any monies from the Arizona structured English immersion fund established by section 15-756.04 for English learners and shall not reduce the

amount of monies spent on the school district's or charter school's English learner programs despite the loss of monies caused by the noncompliance. **A.R.S. § 15-756.08 (J)** [EL Program Monitoring](#)

## **FUNDING FOR ENGLISH LEARNERS**

### **Title III Funding Applications**

Title III funds are federal grant funds administered by the Arizona Department of Education to eligible entities in the state to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

Funds are to be used to provide supplemental programming and services:

- to help ensure English learners attain English proficiency;
- to improve the education of English learners through effective professional development activities which improve the knowledge and skills of staff responsible for providing instruction; and
- to promote parental, family, and community participation in language instruction educational programs for eligible English learners.

For questions, please contact [TitleIII@azed.gov](mailto:TitleIII@azed.gov).

### **Title III Sub-Grant: Emergency Immigrant Education Program**

An additional funding application is available to LEAs who have experienced a significant increase in the number of immigrant children and youth enrolled within their schools. Qualifying LEAs apply for these specific subgrants using the Emergency Immigrant Education Program application.

For questions, please contact [TitleIII@azed.gov](mailto:TitleIII@azed.gov).

### **Structured English Immersion (SEI) Budget Request**

The Structured English Immersion (SEI) Fund is authorized by the Arizona Revised Statute, [A.R.S. § 15-756.01 \(H\)](#), to cover incremental costs for the research-based models of structured English immersion and the alternative English instruction models that the state board adopts or approves. "Incremental costs" means costs that are associated with a structured English immersion program that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.

For questions, please contact [SEI.Budget@azed.gov](mailto:SEI.Budget@azed.gov).



**Applying for Title III Sub-Grants and SEI Budget**

The LEA must access the Arizona Department of Education Grants Management Enterprise system (GME) for the appropriate grant application (Title III LEP Program, Title III Consortium, Emergency Immigrant Education Program).

Once an application for the Title III funding is received by ADE, it undergoes fiscal and programmatic reviews. Upon approval, the LEA may begin to draw down funding via reimbursement requests in GME. To be eligible for a direct-funded Title III sub-grant, LEAs must be scheduled to receive a sub-grant of \$10,000 or more. If the allocation is less than \$10,000.00, the LEA must join a consortium.

The application window for the SEI Budget – Comprehensive Application (semi-competitive state-funded grant) has a limited submission window of approximately two months every Spring. LEAs interested in applying for this grant can do so in the GME system; applications submitted after the submission window closes will not be considered for funding nor will appeals be allowed. Applications will be reviewed by the ADE to determine if requested amounts are approvable. Final award amounts to LEAs will be relative to the total amount of available funding.

**OFFICE OF THE AUDITOR GENERAL**

**[A.R.S. § 15-756.12](#)**

The Office of the Auditor General (OAG) shall modify the annual financial report prescribed in section 15-904 in order to carry out this article.

Governing boards of school districts/charters shall publish an annual financial report for the prior fiscal year in a format prescribed by auditor general in conjunction with the department of education. The superintendent of public instruction shall compile the financial reports of the school districts, including expenditure data for federal and state projects, and shall report to the governor and the legislature on or before January 15 of each year as provided in section A.R.S. § 15-255.

## PARENT/FAMILY/COMMUNITY ENGAGEMENT

A key requirement under Every Student Succeeds Act (ESSA) is parent/family/community engagement. Title I requires LEAs to conduct outreach to parents and implement programs, activities and procedures for involving parents and families in supporting decision-making for school policies, programs, and finances with the intent to drive achievement by involving all parents/families, including low-income parents of “Title I-participating” students. The parent/family/community engagement requirement under Title III is as follows:

*SEC. 3115. [20 U.S.C. 6825] (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—*

*(A) shall include parent, family, and community engagement activities; and*

*(B) may include strategies that serve to coordinate and align related programs*

LEAs should consider activities/events that will engage parents/families/communities of ELs that will (1) improve the English language skills of ELs, and (2) assist parents and families of ELs in helping their students to improve their academic achievement. Examples of such activities are, but not limited to:

- hosting a family literacy night for parents/families of ELs only to engage them in reading and literacy games that also demonstrate strategies for helping ELs at home with reading, homework, projects, etc.
- hosting informational meetings for parents/families of ELs to explain the LEAs’ EL programs and services, the goals of ELs becoming English proficient, and how proficiency impacts their academic achievement.
- events to connect parents/families of ELs with community organizations/businesses to strengthen relationships and have access to resources to support ELs and their families.
- Providing English classes to Limited English Proficient parents of ELs so that they can better support ELs at home.

Additional resources for meaningful communication and engagement with parents/families/communities can be found on the [USDoE: English Learner Tool Kit- Chapter 10](#)

## APPENDIX OF EL FORMS AND DOCUMENTATION

State and federal-required documentation is maintained as part of the student's cumulative record. Forms containing any information identifying a student having a disability must be filed in the secured special education files.

Student files can include a folder specifically for EL documentation, but it is not required. EL forms can be found on the OELAS website: [EL Forms](#)

According to the AZ State Library, Archives and Public Records, EL records fall under *All Other Nonpermanent Student Records*, with a retention period of 4 years after year of last attendance.

### State-Approved EL Forms (not to be modified)

OELAS developed the following required forms for EL files that **may not be modified**. If these forms are used in a digital format requiring an electronic signature they must adhere to [ADOA Policy](#). (These forms are currently available in English and Spanish.)

#### Home Language Survey (HLS)

*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)]*

This form is completed by a parent/guardian during initial enrollment of a student in the LEA. The HLS form determines eligibility for AZELLA assessment by identifying a Primary Home Language Other Than English (PHLOTE). The responses to the HLS are used by the school to provide the most appropriate instructional programs and services for the student. If you need to correct any of the responses, this must be done before the student takes the AZELLA Placement Test.

Required Components: completed only once, must contain legal signature and date, all fields need to be completed (including SSID), corrections to responses must be completed before the AZELLA is administered, a copy must be included in all student files.

#### Parental Notification and Consent Form (PNC)

The PNC form is an annual form used to notify parents their student has qualified for EL services and will be placed in an EL program.

#### Parental Notification and Consent Form (PNC) – Alt ELPA

The PNC form is an annual form used to notify parents their student has qualified for EL services and will be placed in an EL program based on the Alternate English Language Proficiency Assessment (Alt ELPA). The Alt ELPA is **only** for students with a qualifying significant cognitive disability.

#### Parent Request for Student Withdrawal (PW)

The PW form is used to document students who still have an EL status but have been withdrawn from EL services due to parent/guardian request.

### Sample EL Forms (may be modified)

OELAS developed these forms for use by the LEAs. These were created as samples and can be used by the LEA, or the LEA can create one for its own use.

#### **Written Individualized Compensatory Plan (WICP)**

A *WICP* form is used for all ELs and RFEP students participating in a compensatory instruction program that takes place outside of the regular school hours. (This form is currently available in English and Spanish.)

#### **Notification of Reclassification**

The *Notice of Reclassification* is used to inform parents/guardians their student has obtained an overall score of proficient on the AZELLA and no longer qualifies for EL services and his/her academic progress will be monitored for the next two school years. (This form is currently available in English and Spanish.)

#### **Notification of Reclassification Based on Alt ELPA Reassessment Results**

The *Notice of Reclassification Based on Alt ELPA Reassessment Results* is used to inform parents/guardians their student has obtained an overall score of proficient on the Alt ELPA and no longer qualifies for EL services and his/her academic progress will be monitored for the next two school years. (This form is currently available in English and Spanish.)

#### **Two-Year Monitoring for Fluent English Proficient Students**

This form is used to monitor students' academic progress in reading, writing, mathematics skills and academic content areas, including science and social studies for two academic years **following reclassification**.

#### **Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program**

This is an annual progress-monitoring form for English Learners with a Parent Request for Student Withdrawal from an English Learner Program. *LEAs must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL programs and services.* For as long as a student maintains an EL status and the parent selects to opt the student out of EL services, the LEA must periodically monitor the student's academic progress.

### AZELLA Placement Test Referral Forms

AZELLA-Related Forms (found here: [AZELLA Forms and Reports](#)) Please read the full requirements for each form. The most current forms may also be found on the OELAS EL Forms web page. [EL Forms](#)

- **English Learner Status Undetermined or Missed Prior Reassessment Test**
  - This form is used for an EL whose most recent AZELLA test was administered during the prior Fiscal Year and has an Eligibility Status of EL Status Undetermined or the student was scheduled to be administered the Spring Reassessment Test but was unable to be tested.
  - The form must be appropriately signed and dated.

- **Moving from EL Program 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 school year, has an Overall Proficiency Level of Intermediate, completed a summer school class/course, 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**.
- **Moving from Mainstream to EL Program Services**
  - This form is used when a student is being referred for AZELLA testing outside of the annual reassessment window. This is for a student in Grade 1-12 whose current academic placement is in a mainstream classroom and Not Eligible for EL Program Services.
  - The form must be appropriately signed and dated. A parent conference and permission to administer an AZELLA Placement Test is required. The parent(s) must also agree to their student being placed into EL Program Services if their student scores an Overall Proficiency Level of less than Proficient.

## EL FORMS QUICK GUIDE

EL Form Acronym	EL FORM	PURPOSE	OCCURENCE
HLS	Home Language Survey	This form determines eligibility for AZELLA assessment by identifying a Primary Home Language Other Than English (PHLOTE)	<b>Once</b> upon initial enrollment at an LEA
PNC	Parental Notification and Consent Form	This form is used to notify parents their student has qualified for EL services and will be placed in an EL program.	<b>Annual</b>
Alt ELPA PNC	Parental Notification and Consent Form For Student Placement in an English Learner Program For Students with Significant Cognitive Disabilities	This form is used to notify parents their student has qualified for EL services and will be placed in an EL program based on the results of the Alt ELPA which is only for students with a qualifying significant cognitive disability.	<b>Annual</b>
PW	Parent Request for Student Withdrawal	This form is used to document the request for a consultation initiated by the parent to withdraw the student from EL services. A new consultation which must occur if the EL moves from elementary to secondary, moves to a school implementing a different EL Program, moves to a new LEA, or the current school implements changes to the EL program and services.	<b>Once</b> upon request. <b>Again</b> , upon each new consultation.
WICP	Written Individualized Compensatory Plan	This form is used to document compensatory instruction for all ELs and two-year monitoring RFEP students who	<b>As needed</b> to address inadequate growth/achievement.

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		are not demonstrating adequate growth/achievement.	
	Annual Progress-Monitoring Form for English Learners who are Parent Withdrawn from an English Learner Program	This form is used to monitor current ELs who have been parental withdrawn from EL services.	<b>Annual</b> for as long as student <u>is an EL</u> and <u>is parental withdrawn from EL services</u> .
	Notification of Reclassification	The Notice of Reclassification is used to inform parents/guardians their student has obtained an overall score of proficient on the AZELLA and no longer qualifies for EL services and his/her academic progress will be monitored for the next two school years.	<b>Once</b> upon obtaining an Overall Proficient score on the Spring AZELLA Reassessment.
	English Learner Status Undetermined or Missed Prior Reassessment Test	This form is used for an EL whose most recent AZELLA test has an Eligibility Status of <i>EL Status Undetermined</i> or the student was unable to be tested during the Spring AZELLA Reassessment testing window.	When Applicable – see form for qualification requirements
	Moving from EL Program Services to Mainstream – Start of School Year	This form should be used for a student who 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.	When Applicable – see form for qualification requirements
	Moving from Mainstream to EL Program Services	This form is used when a non-EL student is being referred for AZELLA testing outside of the annual reassessment window.	When Applicable – see form for qualification requirements

## **GLOSSARY & RELATED ACRONYMS/TERMS/DEFINITIONS**

**ADE** – Arizona Department of Education

**A.R.S.** – Arizona Revised Statutes

**AZELLA** – Arizona English Language Learner Assessment

The sole measurement used in Arizona to assess a student’s English language proficiency level and subsequent entry into the program for English learners (based on the responses listed on the Home Language Survey).

**BLE** – Bilingual Education Endorsement.

**Bilingual Parental Waiver** – This is a parental waiver (A.R.S. §15-753) which provides written informed consent for placement of an EL in a Bilingual Program. This parental exception may be applied for if: the student already knows English, the student is age 10 or older, or if the student has special individual needs.

**Compensatory Instruction** – Compensatory instruction takes place outside of the regular school hours to assist ELs and FEP students in achieving Arizona Academic Standards.

**CTDS Number** – County, Type, District, Site; it is a specific and unique number assigned to the LEA for identification purposes.

**DLI** – Dual Language Immersion/Dual Language Program

Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**Dual-Labeled/Identified** – English Learners with disabilities are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities as identified through IDEA or Section 504.

**ED** – (Also known as USDOE) United State Department of Education

**EL** – English Learner (updated federal/state term)

**ELL** – English Language Learner (previous federal/state term)

**ELD** – English Language Development (Instruction for English learners)

**ELPS** – English Language Proficiency Standards

These are the Arizona English Language Proficiency standards and are the basis for English Language Development (ELD). The standards are the foundation for instruction and assessment in the discrete teaching of the English language components.

**ESL** – The English as a Second Language endorsement.

**FEP** – Fluent English Proficient: These students were formerly in an EL program but tested out of the program as “Proficient” on their AZELLA. As required by law, these students are monitored for two years to ensure continued academic success.

**IFEP** – Initial Fluent English Proficient. These are students designated as PHLOTEs, but upon completion of the Initial AZELLA assessment, they are shown to be “Proficient”. In that case, these IFEPs are never designated as ELs, nor do they qualify for participation in an ELD instructional program.

**Immigrant Student** – A student who is from a country other than their own and is attending school in the United States. An immigrant student differs from a migrant/migratory student.

**Integrated Instruction** – Integration of English language learning with academic content learning within a heterogeneously grouped setting with non-English learners and English learners of various levels of ELP. This instruction includes conscientious scaffolding and differentiated instruction based on English language proficiency level that meets individual student needs and allows for access to content.

**Language Development Approach (LDA)** – Arizona’s underlying beliefs about how language, literacy, and learning development, and how instruction in these areas should be enacted for all English learners.

**LEA** – Local Educational Agency (district or charter school)

**LEP** – Limited English Proficient

**LTEL** – Long Term English Learner. An EL student who has been enrolled in US schools for more than five years, who is not progressing toward English proficiency, and who is struggling academically due to his/her limited English skills.

**Migrant Student** - A student who experiences interruptions during the academic school year due to the migration patterns of agricultural or fishing work (either the student or the parent(s) are the workers). A migrant student differs from an immigrant student.

**OAG** – Office of the Arizona Auditor General

**OELAS** – Office of English Language Acquisition Services

**Paraprofessionals** – Non-certified classroom assistants who provide additional help to students as guided by the assigned classroom teacher.

**PHLOTE** – Primary home language other than English

**Proficiency Level** – These are the English proficiency levels designated by the composite score of the AZELLA:

- Pre-emergent/Emergent
- Basic
- Intermediate
- Proficient



**PW** – Parent Withdrawn from EL Services

**RAEL** – Recently Arrived English Learner. A RAEL in the current year is a student who meets the following data criteria: 1) is new to Arizona schools as determined by having his/her first enrollment ever in an Arizona school and 2) is not proficient in English as determined by a less than proficient result on the AZELLA.

**Refugee** – A student who has fled his/her own country and has sought safety and security in another country.

**RFEP** – Reclassified Fluent English Proficient. Students who were identified as ELs and then obtained English proficiency (per the AZELLA Placement Test and Reassessment) and were exited from EL status.

**SBE** – State Board of Education

**SEA** – State Educational Agency

**SSID** – State Student ID

**SLIFE** – Students with Limited or Interrupted Formal Education. English learners (EL) who have at least two fewer years of schooling than their peers when entering school in the United States.

**Targeted Instruction** – Explicit language instruction, driven by Performance Indicators of the ELP Standards, that intentionally develops students' English language skills, knowledge, and abilities to support content learning in English.

**Student Information System (SIS)** – The Student Information System is the software provided by the vendor selected by the LEA to process data at its site and to interface with AzEDS to ensure all data transactions/submissions are timely and accurate using secure internet protocol.

**SEI** – Structured/Sheltered English Immersion

An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language, when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.

**Title III** – Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under Every Student Succeeds Act (ESSA), aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English.

**USDoe** – (Also known as ED) United States Department of Education

## **RESOURCES**

[English Learner Toolkit for State and Local Education Agencies \(SEAs and LEAs\)](#)

[English Learner Family Toolkit](#)

[Newcomer Toolkit](#)

[Toolkits Web Page | NCELA](#)

[Programs for English Language Learners: Resource Materials for Planning and Self-Assessment](#)

[SEI Model Implementation Guide](#)

[Welcome to OELAS | Arizona Department of Education](#)

[OELAS Legal and Historical Information](#)