


APPENDIX V – 84



Welcome!

Language Acquisition

- ADE Compliance
 - Synergy & Cum Folder
- 

Agenda

Who do we serve?

Synergy

- Classroom Designations
- Language Response Entry
- Change of Response Protocol (Language)

Cum Folder

- Detailed power point on Intranet

Who do we serve....

PHLOTE students- Students whose prietary or home language is other than English as determined on registration form and the Home Language Survey (HLS)

REGISTRATION FORM

Primary Home Language Survey (HLS)

TUCSON UNIFIED SCHOOL DISTRICT

Registration Form

School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)				
Legal Last Name:	Legal First Name:	Full Middle Name:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age:
_____	_____	_____		_____
2. Language		3. Date of Birth	4. Country of Birth	
Primary language used in the home regardless of the language spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		MM _____ DD _____ YYYY _____	<input type="checkbox"/> United States	
Language most often spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____			<input type="checkbox"/> Other _____	
Language that the student first acquired? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____			US Only - State of Birth: _____	
5. Race and Ethnicity (Check all that apply)		6. Student's PRIMARY racial/ethnic identity (choose only one)		
Is this student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Multiracial
7. Home Address				
Residential Address:	City:	State:	Zip:	Mailing Address (if different):
_____	_____	_____	_____	_____
8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below				
Guardian Lives With	Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian		Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____	
	Last Name: _____	First Name: _____	Home Phone: _____	Cell Phone: _____
			Work Phone: _____	


State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

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

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

Should match registration form

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

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Change of Response in Synergy

- The 3 language questions in Synergy are not to be changed if already populated.
- If a change is needed, your office needs to contact the Language Acquisition Department for a change of response form.
 - LAD will submit work order to TS for update.
- The populated language questions represent the parents response upon enrollment.

Elementary DL/ELD/ILLP Models

- Principals will receive an Elementary designation sheet the week of August 6th—10th, 2018.
- All completed designation sheets will be due by Friday, August 17th, 2018.



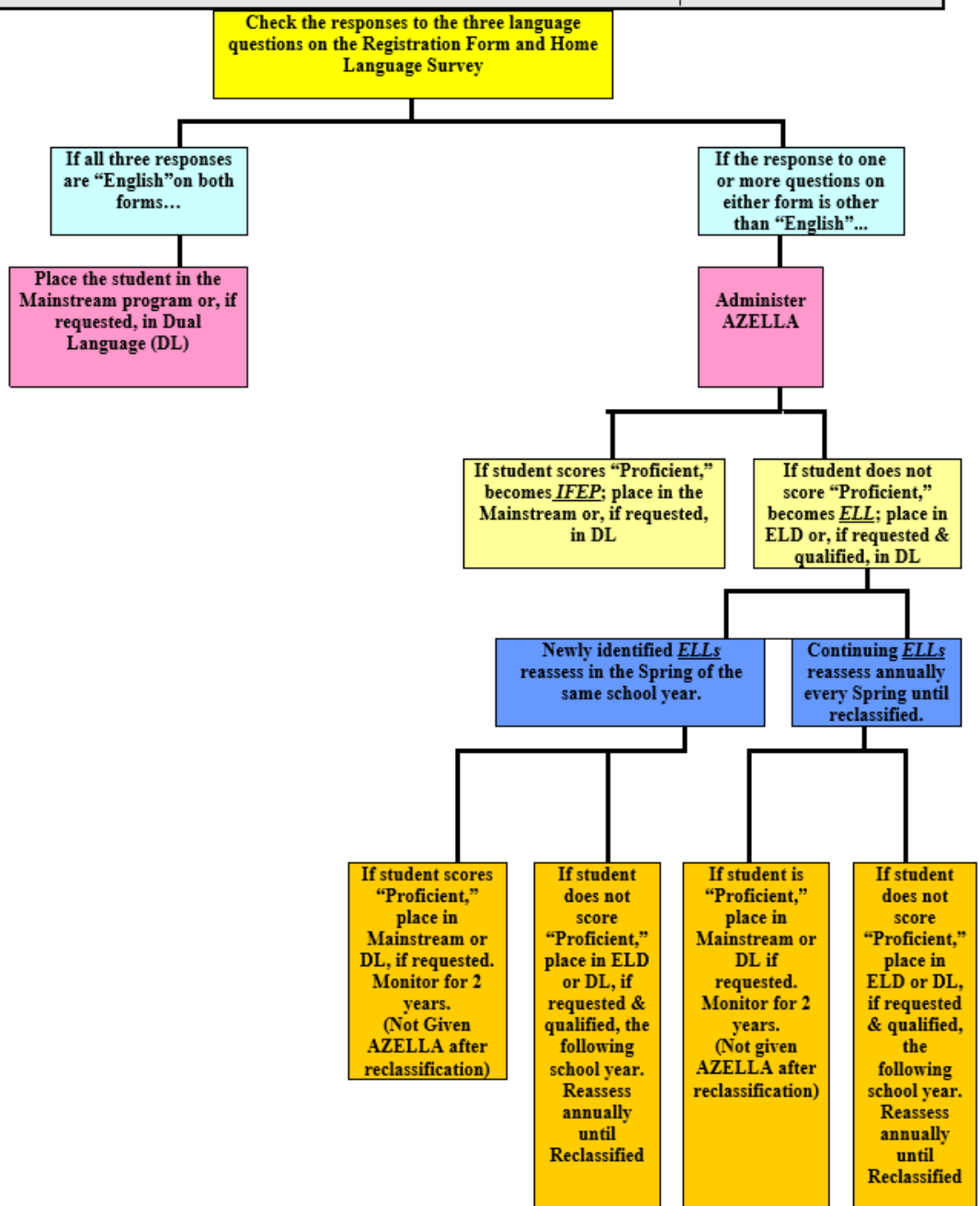
Elementary DL/ELD/ILLP Models



2018- 2019 School Year

Name of School:		Principal:		Date:	
List the designated teacher(s) name(s) under the appropriate grade level and model below. For combos, write the teacher's name under each appropriate grade/level model below. For Dual Language classrooms include name of Lang. Acc. <u>funded</u> Bilingual TA. Also include aide time allotted per teacher					
K	Dual Language Model		4 hour ELD Model	ILLP	x
	Teacher	Bil. TA name/ # of hours			
1	Dual Language Model		4 hour ELD Model	ILLP	SEI MIX
	Teacher	Bil. TA name/ # of hours			
2	Dual Language Model		4 hour ELD Model	ILLP	SEI MIX
	Teacher	Bil. TA name/ # of hours			
3	Dual Language Model		4 hour ELD Model	ILLP	x
	Teacher	Bil. TA name/ # of hours			
4	Dual Language Model		4 hour ELD Model	ILLP	x
	Teacher	Bil. TA name/ # of hours			
5	Dual Language Model		4 hour ELD Model	ILLP	x
	Teacher	Bil. TA name/ # of hours			
					*ILLP Exceptional Ed

PHLOTE PLACEMENT FLOW CHART



Office Manager may print PHLOTE list for staff

PHLOTE LIST KEY

SIS Num. / EdFi Num.	Name DOB	Grade	Teacher / Designation	Prg	PHL	EE	ELL Exit Date Desc.	ELL Status	Test Date	Oral SS Prof.	Reading SS Prof.	Writing SS Prof.	Total SS Prof.	Overall Prof.
0123456789 / 12345678	Last Name, First Name 05/21/2010	KG	Teacher Name		Spanish OOO	N	05/25/2016 End of School Year	ELL	02/16/2016	253 P	214 PEB	235 I	2297 I	I
0123456789 / 12345678	Last Name, First Name 02/21/2011	KG	Teacher Name SEI	SEI-4HR	Maay OEO	N		I-FEP	08/23/2016					P
0123456789 / 12345678	Last Name, First Name 07/21/2009	02	Teacher Name		Spanish OEO	Y	01/12/2015 Withdrawn Due to SPED Criteria	*R-IEP	08/25/2014					PEE
0123456789 / 12345678	Last Name, First Name 01/20/2009	02	Teacher Name ILLP	ILLP	Spanish OOO	N	03/08/2016 Reclassified as FEP by Reassessment	R-FEP	03/08/2016	238 I	283 P	263 P	2407 P	P
0123456789 / 12345678	Last Name, First Name 12/24/2006	04	Teacher Name Bil	Waiver 1	English EEE	Y		*PAR-WD	02/24/2016	234 I	229 PEB	225 PEB	2415 I	I
0123456789 / 12345678	Last Name, First Name 12/07/2006	04	Teacher Name		Spanish OOO	N	03/03/2015 Reclassified as FEP by Reassessment	R-FEP	03/03/2015	266 P	297 P	285 P	2497 P	P
0123456789 / 12345678	Last Name, First Name 08/13/2007	04	Teacher Name		Spanish OOO	Y	05/25/2016 End of School Year	ELL	02/24/2016	209 PEB	211 PEB	192 PEB	2360 PEE	PEE
0123456789 / 12345678	Last Name, First Name 07/27/2007	04	Teacher Name		Spanish OOO	N		R-FEP	03/05/2014	275 P	282 P	282 P	2451 P	P

- SIS Num. / EdFi Num.= Student SIS# (Matric/Perm ID) and EdFi# (SAIS/SSID)
- Name/DOB= Student Name/Date of Birth
- Grade
- Teacher/Designation= Teacher and Class Designation
- Prg= Student Program Participation in ELD/DL
Blank=No Participation Entered
SEI=Receiving Participation for Placement in ELD Class
ILLP=Receiving Participation for ILLP Services
Waiver 1/Waiver 2=Receiving Participation for Dual Language Class
- PHL= Primary Home Language & 3 Language Question Responses
E=English
O=Language Other Than English
- EE= Ex Ed (Yes or No)
- ELL Exit Date Desc.= Date/Reason for Last Withdrawal from Program Participation
(Not necessarily current year information/depends on when student was last given participation in a program)
- ELL Status= Student Status
Blank=Awaiting Upload for Current Test Info/Status
ELL=English Language Learner

FORMS related to PHLOTE students and ELLs for the Cumulative folders

<http://intranet/languageacq/forms.asp>

Full compliance training available on the LAD Intranet

TUCSON UNIFIED SCHOOL DISTRICT

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD

[TUSD Web Portal](#) > [Departments](#) > Language Acquisition

Language Acquisition

Mission
The Language Acquisition Department seeks to create a culture of support in the Tucson Unified School district that ensures English Language Learners in every school are guaranteed a high quality and equitable education.

The overall goals of the Language Acquisition Department are to provide support and resources so that:

- I. English Language Learners participate fully in our district wide academic initiatives.
- II. English Language Learners acquire English and content at an accelerated pace.
- III. English Language Learners are prepared to meet rigorous promotion and graduation requirements.

Be sure to visit the Language Acquisition web page on the Internet at <http://tusd1.org/Departments/LanguageAcquisition/tabid/79702/Default.aspx>.

LANGUAGE ACQUISITION RESOURCES

- ▶ [Avenues](#)
- ▶ [Avenues-Windows on Literacy](#)
- ▶ [AZELLA Testing Accommodations](#)
- ▶ [Data Page](#)
- ▶ [Dual Language](#)
- ▶ [ELL Forms and Letters](#)
- ▶ [ELL Materials Resource Center](#)
- ▶ [ILLP](#)
- ▶ [Instructional Resources](#)
- ▶ [OCR Agreements](#)
- ▶ [PHLOTE Folder Compliance PPT](#)

Cumulative Folder Requirements

- Registration Form
- Primary Home Language Other Than English Home Language Survey (HLS)
- Copy of AZELLA test results each year
- Parental Permission to Assess (if applicable)
- Parental Bilingual Education Waiver Application (if applicable)
- Parental Notification and Consent for Student Placement in an ELL Program
- Parent Notification of Student Achievement of English Proficiency
- English Proficient Student Two-Year Review Form
- Parent Notification for Monitoring English Language Learner After Reclassification
- Elementary Individual Language Learner Plan ILLP
- Secondary Individual Language Learner Plan (ILLP)
- English Language Learner Program Withdrawal by Special Education Criteria
- Parent Request for Student Withdrawal from an ELL Program

No Status (Status is Blank)

- Registration Form
- Home Language Survey

**SCHOOL CHECKLIST
for COMPLIANCE
with PHLOTE
DOCUMENTATION**



SCHOOL CHECKLIST for COMPLIANCE with PHLOTE DOCUMENTATION	
Student:	Matric:
School:	Initial PHLOTE Grade & SY:
<input type="checkbox"/> Documentation for PHLOTE students with NONE (Test Results Pending) Status:	
	Initial Registration Form
	Initial Home Language Survey
<input type="checkbox"/> Documentation for students with IFEP (Initially Fluent English Proficient) status:	
	Initial Registration Form
	Initial Home Language Survey
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Report of student's initial English proficiency assessment (LAS, SELP or AZELLA)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
<input type="checkbox"/> Documentation for students with ELL (English Language Learner) or ELLAR (After Reclassification) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification for Monitoring ELLs After Reclassification (if applicable)
	Current Parental Notification and Consent Form for Student Placement in ELL Program
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (if applicable)
	Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
	Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)
<input type="checkbox"/> Documentation for students with RECL (Two-Year Reclassified) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assess (LAS, SELP and/or AZELLA)
	Copy of Parent Notification of Student Achievement of English Proficiency
	Two-Year Review Form(s)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
	Copy of Parent Notification of ELLAR Monitoring (if applicable)
<input type="checkbox"/> Documentation for students with SRECL (Second Time Reclassification) Status:	
	Initial Registration Form
	Initial Home Language Survey
K 1 2 3 4 5 6 7 8 9 10 11 12	The collected reports of English proficiency assessments (LAS, SELP and/or AZELLA)
	Copy of Permission to Assess Student with AZELLA (if applicable)
	Copy of Parent Notification for Monitoring ELLs After Reclassification
	Current Parental Notification and Consent Form for Student Placement in ELL Program
	Copy of Parent Notification of Student Achievement of English Proficiency 1 & 2
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of a valid Waiver form for Bilingual Education (if applicable)
K 1 2 3 4 5 6 7 8 9 10 11 12	Copy of student's Individual Language Learner Plan (if applicable)
	Copy of Parent Request for Withdrawal from ELL Program Services (if applicable)
	Copy of Withdrawal from ELL Status by SPED Criteria Form (if applicable)

Registration Form


Primary Home Language Survey (HLS)

TUCSON UNIFIED SCHOOL DISTRICT

Registration Form

School: _____ Grade: _____ School Year: _____

1. Student Information (Please PRINT student name exactly as it appears on the birth certificate)				
Legal Last Name:	Legal First Name:	Full Middle Name:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age:
_____	_____	_____	_____	_____
2. Language		3. Date of Birth		4. Country of Birth
Primary language used in the home regardless of the language spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		MM	DD	<input type="checkbox"/> United States <input type="checkbox"/> Other _____ US Only - State of Birth: _____
Language most often spoken by the student? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		_____	_____	
Language that the student first acquired? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____		_____	_____	
5. Race and Ethnicity (Check all that apply)			6. Student's PRIMARY racial/ethnic identity (choose only one)	
Is this student	<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Asian
Hispanic/Latino?	<input type="checkbox"/> Black/African American	<input type="checkbox"/> White	<input type="checkbox"/> Black/African American	<input type="checkbox"/> White
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Native Hawaiian/Pacific Islander		<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> Hispanic/Latino
7. Home Address				
Residential Address:	City:	State:	Zip:	Mailing Address (if different):
_____	_____	_____	_____	_____
8. Parents / Guardians - Must be Legal Guardians -Emergency Contacts listed below				
Guardian Parent Lives With	Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian		Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____	
	Last Name:	First Name:	Home Phone:	Cell Phone:
_____	_____	_____	_____	Work Phone: _____


State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

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

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

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

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Initial Fluent English Proficient (I-FEP)

- Registration Form
- Home Language Survey
- AZELLA Results showing Proficiency
- Copy of Permission to Assess Student with AZELLA or Teacher Referral Form (if applicable)
- Waiver form for Bilingual Education/DL (if applicable)

PRIMARY HOME LANGUAGE SURVEY (HLS)

PARENT PERMISSION TO ASSESS WITH AZELLA



State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

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Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

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

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

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

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

Date _____ Student Name _____ SSID # _____

District _____ School _____ Current Grade _____

Parent Conference Date _____

Check one:

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

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

- Student is currently performing below his/her English-only peers in the mainstream classroom.

The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

- A – Header information
- B – Student demographic information
- C – Student score information
- D – Student proficiency level and ELL designation

AZELLA TEST RESULTS

One goes in the CUM folder and one goes to the parent

Student Report

AZELLA
 Arizona English Language Learner Assessment
 Spring 2013
 John Huppenthal
 Superintendent of Public Instruction

A

How did [redacted] perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic English responding orally with simple but detailed responses. They read CVC and high-frequency words. They comprehend grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.

Intermediate students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode CVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.

Basic students at this level have a limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.

Pre-Emergent / Emergent students at this level lack the English skills to communicate, retell stories heard, or add detail to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific ongoing support in English language development instruction.

Student: [redacted]

SAMS ID#: [redacted] Birth Date: [redacted] Grade: K

Test Date: 01/22/2013 Other Information: [redacted]

Language Program as of Test Date: [redacted]

Dist Sch #: [redacted]

School Name: [redacted]

District Name: [redacted]

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Scale Score		Pre-Emergent / Emergent	Basic	Intermediate	Proficient
**Total Combined		2005			
Domain Score	*Reading	200			
	*Writing	200			
	Listening	200			
	Speaking	200			
Additional Score	Language (Conventions/Vocabulary)	200			
	Oral (Listening/Speaking)	200			
	Comprehension (Reading/Writing)	200			

B

C

D

PARENTAL BILINGUAL EDUCATION WAIVER (IF APPLICABLE)

PARENT NOTIFICATION AND CONSENT

Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name _____ School Name _____ Student ID# _____

Parent/Guardian Last Name		First Name	
Child's Last Name		First Name	Middle Initial
Address			
City	State AZ	Zip Code	
Native Language of Student		School year for which the waiver is requested	Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

- Waiver 1 (A.R.S. §15-753B.1) My child already knows English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older: it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs: the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's 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. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.



State of Arizona
Department of Education



Office of English Language Acquisition Services

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

To the parent or guardian of _____
Last Name First Name M.I.

SSID # _____ District Student ID _____ School _____ Grade _____

Your student's English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

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

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

Your child has been placed in one of the following:
_____ Structured English Immersion Program*
_____ Mainstream Classroom (English Learner on Individual Language Learner Plan - ILLP)*
_____ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753. Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an EL program. If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

Signature of classroom teacher/language arts teacher _____ Date _____


Signature of parent or legal guardian _____ Date _____

ELL- English Language Learner

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parental Notification and Consent form for Placement in ELL program (cumulative/current year required)
- Copy of Permission to Assess Student with AZELLA or Teacher Referral Form (if applicable)
- Waiver form for Bilingual Education/DL (if applicable)
- Individual Language Learner Plan (if applicable)

PRIMARY HOME LANGUAGE SURVEY (HLS)

PARENT NOTIFICATION AND CONSENT



State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE) Home Language Survey (Effective April 4, 2011)

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Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

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


Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____


Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____



State of Arizona
Department of Education
Office of English Language Acquisition Services



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

To the parent or guardian of _____
Last Name First Name M.I.

SSID # _____ District Student ID _____ School _____ Grade _____

Your student's English proficiency has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

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

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

Your child has been placed in one of the following:
 Structured English Immersion Program*
 Mainstream Classroom (English Learner on Individual Language Learner Plan - ILLP)*
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A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an EL program. If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

Signature of classroom teacher/language arts teacher _____ Date _____

Signature of parent or legal guardian _____ Date _____

The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

- A – Header information
- B – Student demographic information
- C – Student score information
- D – Student proficiency level and ELL designation

AZELLA TEST RESULTS

One goes in the CUM folder and one goes to the parent

Student Report

AZELLA
 Arizona English Language Learner Assessment
 Spring 2013
 John Huppenthal
 Superintendent of Public Instruction

A

How did [redacted] perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

Proficient students consistently understand social and academic English responding orally with simple but detailed sentences. They read CVC and high-frequency words. They comprehend grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.

Intermediate students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode CVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.

Basic students at this level have a limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.

Pre-Emergent / Emergent students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific ongoing support in English language development instruction.

Student: [redacted]

SAMS ID#: [redacted] Birth Date: [redacted] Grade: K

Test Date: 01/22/2013 Other Information:

Language Program as of Test Date:

Dist Sch #: [redacted]

School Name: [redacted]

District Name: [redacted]

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Scale Score		Pre-Emergent / Emergent	Basic	Intermediate	Proficient
**Total Combined		2005			
Additional Scores	*Reading	200			
	*Writing	200			
	Listening	200			
	Speaking	200			
	Language (Conventions/Vocabulary)	200			
Domain Scores	Oral (Listening/Speaking)	200			
	Comprehension (Reading/Writing)	200			

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PARENTAL BILINGUAL EDUCATION WAIVER (IF APPLICABLE)

Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name _____ School Name _____ Student ID# _____

Parent/Guardian Last Name		First Name	
Child's Last Name		First Name	Middle Initial
Address			
City	State AZ	Zip Code	
Native Language of Student	School year for which the waiver is requested		Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

- Waiver 1 (A.R.S. §15-753B.1) My child already knows English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older: it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs: the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's 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. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

PARENT PERMISSION TO ASSESS WITH AZELLA



State of Arizona
Department of Education

AZELLA Placement Test Referral Form Moving from Mainstream to EL Services

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

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

Date _____ Student Name _____ SSID # _____

District _____ School _____ Current Grade _____

Parent Conference Date _____

Check one:

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

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

- Student is currently performing below his/her English-only peers in the mainstream classroom.

Reclassified R-FEP

- Registration Form
 - Home Language Survey
 - AZELLA Results (cumulative)
 - Parental Notification and Consent form for Placement in ELL program (**qualified years**)
 - All other documentation required for ELL status
- Parent Notification of Student Achievement of English Proficiency (reclassified letter)
- Two-Year Review Form
 - Parent Consultation Form-OCR (if applicable)

PARENT NOTIFICATION OF STUDENT ACHIEVEMENT OF ENGLISH PROFICIENCY

TWO YEAR MONITORING FORM FOR FLUENT ENGLISH PROFICIENT STUDENTS



TUCSON UNIFIED SCHOOL DISTRICT
 1010 East Tenth Street
 Tucson, AZ 85719

PARENT NOTIFICATION OF STUDENT ACHIEVEMENT OF ENGLISH PROFICIENCY

Dear Parents/Guardians of _____:

We are proud to inform you that your child has passed the test of English Proficiency and has been reclassified as a student who is proficient in English. On behalf of the faculty and the entire school, please accept our congratulations for your child's achievement.

If you would like additional details about this reclassification, we would be happy to discuss them and review your child's progress with you. You can contact us at _____ and we will return your call as soon as possible.

Sincerely,

 Principal's Signature

 School

 Date

Please place a copy of the letter in the student's cumulative file.

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____ Date Reclassified _____
 School _____ SAIS ID # _____ Student Matric # _____ Year _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

	Test Name	Year 1		Year 2	
		Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
Other criteria used for monitoring the FEP student					

Student is eligible for Compensatory Instruction Year 1 Year 2 (if available)

Student requires instructional support through interventions Year 1 Year 2

	Year 1	Year 2
Language Arts teacher comments: (Please include interventions and attach additional documentation if necessary)		

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

KEEP ORIGINAL COPY IN THE STUDENT'S CUMULATIVE FILE

Withdrawn by Parent *PAR-WD

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- Parent Request for Withdrawal from ELL Program Services

Withdrawn by Exceptional Education *R-IEP

- Registration Form
- Home Language Survey
- AZELLA Results (cumulative)
- IEP Team Determination: Discontinuation of English Language Learner Services or Withdrawal from ELL Status by SPED Criteria Form

IEP TEAM DETERMINATION:

DISCONTINUATION OF ENGLISH LANGUAGE LEARNER SERVICES



LANGUAGE ACQUISITION DEPARTMENT
 TUCSON UNIFIED SCHOOL DISTRICT
 2025 E. Winsett St./LIRC Building
 Tucson, AZ 85719
 Phone: (520) 225-4600 Fax: (520) 225-4668

IEP Team Determination: Discontinuation of English Language Learner Services

Student's Last Name First Name Matric

School Grade EE Category Date of Meeting

The MET/IEP team considered the impact of this student's disability on his/her ability to attain English language proficiency on the AZELLA and has determined that the student's disability is the primary education focus for intervention. Therefore, the student will be excluded from any further English Language Learner (ELL) services and AZELLA assessment due to one of the following reasons:

The nature of the handicapping condition will prevent the student from making reasonable progress and/or reclassifying as proficient on AZELLA. Please Specify:

OR

The MET/IEP team has confirmed that the student has received at least three years of ELD instruction and/or that the student's three most recent AZELLA assessments, as documented below, indicate no consistent pattern of improvement.

AZELLA Date	Oral (Listening/Speaking)			Reading			Writing			Overall			
	Performance Level			Performance Level			Performance Level			Overall Performance Level			
	PEB	I	P	PEB	I	P	PEB	I	P	PEE	B	I	P
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PEB=Pre-emergent/Emergent/Basic; I=Intermediate; P=Proficient; PEE=Pre-emergent/emergent; B=Basic

Other - Please Specify

Waivers/Withdrawals for PHLOTE Students

Waiver form for Bilingual Education (Dual Language Program)

Parental Request for Withdrawal from ELL program

English Language Learner Program Withdrawal by Special Education Criteria

Teacher Referral Forms

These forms must be used to refer a student for AZELLA Placement testing when an AZELLA Placement test is not required:

- Moving from Mainstream to ELL
- Moving from ELL to Mainstream
 - Only available during designated testing windows

Criteria must be met before testing is allowed