

# **Masada Charter School**

## **Procedures for Identifying and Reclassifying ELL students**

### **A. Identification**

- 1.** The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.
- 2.** A student shall be considered as a PHLOTE student if the home language survey or enrollment form indicates that one or more of the following are true:
  - a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.
  - b. The language most often spoken by the student is a language other than English.
  - c. The student's first acquired language is a language other than English.
- 3.** Masada administers the Arizona English Language Learner Assessment (AZELLA) assessment to all PHLOTE students within 30 days from the beginning of the school year or 2 weeks from enrollment.
- 4.** A student who does not score proficient on the AZELLA is identified as an English Language Learner (ELL). Masada will send a parental notification and consent form to the parent or guardian within 60 days of the beginning of the year or 30 days from testing if the student enrolls during the school year.
- 5.** All students, including Kindergarten are tested in the areas of listening, speaking, reading, and writing portions of the AZELLA.

### **B. Assessment**

- 1.** PHLOTE students in kindergarten and first grade shall be administered an oral English language proficiency test. Students who score below the publisher's designated score for fluent English language proficiency, shall be classified as ELLs.
- 2.** PHLOTE students in grades 2-12 shall be administered the oral, reading and writing English language proficiency tests. Students who score below the publisher's designated score for fluent English proficiency, shall be classified as ELLs.

PHLOTE students in grades 2-12 who have scored at or above the 40<sup>th</sup> percentile on the English reading comprehension subtest of the nationally standardized norm-referenced achievement test or who have met or exceeded the standards on the

reading and writing portions of the AzMERIT test are exempt from taking the oral, reading, and writing English language proficiency tests and shall not be classified as ELLs.

**3.** English language proficiency assessments shall be conducted by individuals who are proficient in English and trained in language proficiency testing to administer and score the tests. The determination of assessor's fluency in English shall be done through interviews and observations.

**4.** Masada shall assess the English language proficiency of all new PHLOTE students as prescribed above within 60 days of the beginning of the school year or within 30 school days of a student's enrollment in school, whichever is later.

#### **B-1. Assessment within SPED**

**1.** If a multidisciplinary evaluation or IEP team finds the procedures prescribed in subsection (B) inappropriate for a particular special education student, Masada shall employ alternate procedures for assessing the student for purposes of English language classification. Persons conducting the English language assessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

#### **B-2. Assessment within Gifted**

**1.** ELLs who meet the qualifications for placement in a gifted educational program shall receive programmatic services designed to develop their specific areas of potential and academic ability and may be concurrently enrolled in gifted programs and English language learner programs.

#### **C. ELL Programs**

**1.** All ELLs shall be provided daily instruction in English language development appropriate to their level of English language proficiency. The English language instruction shall include listening and speaking skills, reading and writing skills, and cognitive and academic development in English.

**2.** ELLs shall be provided daily instruction in subject areas required under the minimum course of study adopted by the Board that is understandable and appropriate to the level of academic achievement of the ELL and is in conformity with accepted strategies for teaching ELLs. This subsection does not require an LEA to provide daily instruction in every subject area required if those subject areas are not provided daily to English proficient students.

**3.** The curriculum of all English language learner programs shall incorporate the Arizona English Proficiency Standards and shall be comparable in amount, scope and quality to that provided to English language proficient students.

**4.** ELLs who are not progressing toward achieving proficiency of the Arizona Academic Standards, as evidenced by the failure to improve scores on the 2 year

monitoring form, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file.

5. On request of a parent or legal guardian of an ELL the principal of Masada shall require a meeting with the parent or legal guardian and the classroom teacher to review the student's progress in achieving proficiency in the English language or in making progress toward the Arizona Academic Standards, to identify any problems, to determine appropriate solutions and to identify the person or persons responsible for implementing the changes and determining their effectiveness.

#### **D. Reassessment for reclassification.**

1. The purpose of reassessment is to determine if an ELL has developed the English language skills necessary to succeed in the English language curricula.

2. A continuing ELL student will be reassessed during the month of February every year.

3. Masada will administer the AZELLA annually to continuing ELL students. If a student scores proficient on the AZELLA, Masada will reclassify the student as Fluent English Proficient (FEP). Masada may also consider other indications of a student's overall progress, including teacher evaluation, and subject matter assessments that are aligned with grade level state content and performance standards in deciding whether to reclassify a student .

4. Masada shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification.

#### **D-1. Reassessment within SPED**

1. If a multidisciplinary evaluation or IEP team finds the procedures prescribed in subsection (D) inappropriate for a particular special education student, Masada shall employ alternate procedures for reassessing the student for purposes of English language reclassification. Persons conducting the English language reassessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

#### **E. Evaluation of FEP students after exit from ELL programs.**

1. Masada shall monitor exited students based on the criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the Masada. Students who are not making satisfactory progress shall, with parent consent, be provided compensatory instruction or shall be re-

enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the students' ELL files.

**2.** Masada shall use AzMERIT test scores to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an ELL program unless no score is available. Performing satisfactorily will be measured by whether a student meets or exceeds the state standards in reading, writing, and mathematics as measured by AzMERIT.

**3.** If an AzMERIT test score is not available because the test is not administered in the students' grade or to assess progress in academic subjects not assessed by AzMERIT, Masada shall use one or more of the following criteria in its evaluation to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an ELL program:

- a. Standardized tests measuring academic achievement that demonstrate alignment to the Arizona Academic Standards; or
- b. Criterion referenced tests measuring academic achievement that demonstrate alignment to the Arizona Academic standards; or
- c. Grade level district assessments that demonstrate alignment to the Arizona Academic Standards; or
- d. Teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards.

### **Parent Request for Student Withdrawal from an ELL Program**

A parent has a right to request that their student be withdrawn from Masada's ELL Program. If a parent does request this a "Parental *Request for Student Withdrawal from an English Language Learner Program*" is completed and signed by the parent after a meeting with the school administrator during which all the alternative educational options are discussed and the administrator affirms the decision made by the parent/guardian that the student be placed in a "mainstream classroom." Upon completion of this form, the student is immediately placed in a mainstream classroom and the student is withdrawn in SAIS from the ELL program with an exit reason of "Withdrawn by parent request" and an exit date.

### **E. Masada ELL Program Description**

When a student is identified on the PHLOTE form as an ELL learner, they will be placed in a mainstream classroom and an ILLP (individual language learner plan) will be created specifying the language standards and goals for that student. The ILLP will also include specific strategies for instruction. A student on an ILLP will receive a minimum of 4 hours of differentiated instruction within the areas of reading, writing, grammar, and conversation/vocabulary. At the end of each trimester, the teacher will evaluate the student's progress made toward the specified standards and goals and revise the language standards/goals for the upcoming trimester.