



TUBA CITY UNIFIED SCHOOL DISTRICT

It is the mission of the English Learner (EL) Program at Tuba City Unified School District to provide its students with the knowledge, skills, and confidence to be socially and academically successful in English. This will be accomplished by providing an inclusive program that values the native language and culture of its EL students, provides EL students with the content and necessary background knowledge to meaningfully participate in the curricula, equip EL students with the English language skills that are necessary tools for full participation in the K-12 education setting, and prepare EL students to participate with confidence and an empowered sense of identity, then succeed in post-secondary academic, professional, and personal fields of choice.

PROGRESS MONITORING



English Learner students must be monitored throughout the school year to make certain they are meeting state/school goals and benchmarks, whether they are Parent Withdrawn from EL Services or enrolled in a SEI Course. A meeting may be scheduled to discuss student needs.



HOW DO STUDENTS REACH PROFICIENCY ON THE AZELLA?

- A determination of Proficient for the Overall Proficiency Level on the AZELLA Placement and Reassessment Tests requires the **Total Proficiency Scale Score to be greater than or equal to 1000 AND an Intermediate or Proficient domain proficiency level in all 4 domains: Listening, Reading, Writing, and Speaking.**

Written Individualized Compensatory Plan

Purpose: This form is used to document compensatory instruction for all ELs and two-year monitoring Reclassified FEP students who are not demonstrating adequate growth/achievement.

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

✓ Must be signed and dated by the teacher, parent/guardian, and principal.

Information included on the WICP:

- Type(s) of Compensatory instruction to be provided.
- Goals/objectives for improving English proficiency including assessment for measuring progress.

AZELLA Placement Test Referral Services to Mainstream - Start of School Year

Purpose: This form is used for a student (Grades 1-12 current enrollment) 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.

✓ Student must have an Overall Proficiency Level of Intermediate.

✓ Complete a 2024 Summer School Class/Course.

✓ Must be approved by ADE to administer AZELLA Placement Test.

Annual Progress-Monitoring Form for English Learners for Parent Withdrawn EL Students

Purpose: This form is used to document the ongoing periodic monitoring of the opted-out student's English language and academic progress.

✓ To ensure Parent Withdrawn EL Student's academic needs are still being met.

✓ Signed and dated at the end of the school year by a monitor.

Notification of Reclassification Letter

Purpose: 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.

✓ Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year.

Two-Year Monitoring Form for Fluent English Proficient Students

Purpose: This form is used to monitor the academic progress and achievement of students who were English learners and reclassified as Fluent English Proficient (FEP) on the AZELLA.

✓ Data is collected for student monitoring for two academic years following reclassification to ensure they are progressing at grade level.

✓ Must be completed, signed, dated, and filed annually by a monitor.





STATE AND LOCAL TESTING -

Test Prep

- Practice using the Universal Tools
- Review & discuss Universal Testing Accommodations and EL Accommodations with your student's school.



Take the Sample Tests Online

HOW DO STUDENTS REACH PROFICIENCY ON THE AZELLA?

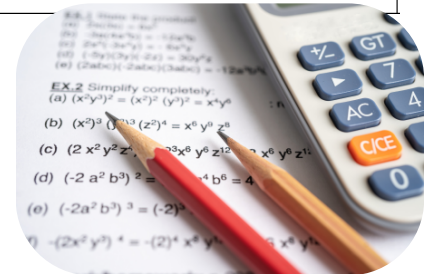
Pre-Emergent/ Emergent/Basic	Intermediate	Proficient
100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400
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100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400
100 – 229	230 – 249	250 – 400

ENGLISH LEARNER/ FLUENT ENGLISH PROFICIENT STATE TESTING ACCOMMODATIONS

All Test Units	Simplified Test Administration Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.
All Test Units	Translated Test Administration Directions – Exact oral translation, in the student's native language, of the scripted directions from the <i>Test Administration Directions</i> manual are permitted. Not Permitted: <ul style="list-style-type: none"> Translations that paraphrase, simplify, or clarify directions Written translations Translation of the test content
All Test Units	Translation Dictionary – During testing, students may use the word-for-word published paper translation dictionary that is used regularly for classroom instruction.

Proficient Criteria

- Total Proficiency Scores equals 1000 or more**
(Reading Score + Writing Score + Speaking Score + Listening Score = 1000+)
AND
- Intermediate** (Score of 230-249) **or Proficient** (Score of 250-400) **in all domains** (Reading, Writing, Listening, Speaking)



ENGLISH LEARNER PROGRAM CONTACT INFORMATION:

TUBA CITY ELEMENTARY SCHOOL

- ELD Teacher**
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NIZHONI ACCELERATED ACADEMY

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