

English Learner Monitoring

FEP Students will be progressed monitored two times a year, in January and in May for two years. A final decision on Monitoring may not be made until August when State assessment data is reported. A monitoring form for each student who is being monitored will be sent to ELD teachers and ELL Administrators at the beginning of the year. This list will be shared during school data team meetings.

When the school and Director of Culture, Equity, and Language determine English Learner (EL) students are Fluent English Proficient (FEP), they must monitor students' linguistic and academic progress for two years. If the EL student is not progressing academically as expected, and monitoring suggests persistent or developing language need, schools/districts should consider re-evaluating the student's English language proficiency level and determine if the student needs additional English Language Development (ELD) program services and provide the appropriate English language development instruction. If the student is re-entered into the ELD program, the school/district must document the reasons why and provide notification to the guardian(s) of the EL student.

If the EL student continues to make academic progress in year 1 of monitoring, as determined by the school and EL Director, the following school year the student is placed in year 2 of monitoring. Upon completion of two full school years of monitoring, the EL student will be moved to exit status.

If the student is not making progress due issues not related to language, please specify why the student is not making progress, and what services will be provided to the student.

Dually Identified Students: When schools/districts make a determination that a student is an EL and is placed on an IEP, they must monitor the IEP goals for continued academic progress, as well as the student's linguistic and academic progress. IEP goals should delineate the mode of communication used by the student in acquiring functional and academic skills. Should monitoring of IEP goals identify persistent or developing language needs, schools/districts should consider re-evaluating the student's English language proficiency level to determine whether additional ELD program services are necessary and provide documentation in the IEP regarding who will be providing the supports and how the English language supports will be provided.

The monitoring form is below. The EL Director will send a form for every monitored student to the ELD teachers and the ELD Administrator in January 2020 and May 2020.



English Language Development Program
Monitoring FEPs

Student Name: xxxxx xxxxx **Student #:** xxxxxxxx **Grade:** 5

Entry Date: 06/19/2019 **ELD Specialist:** Christy Erhrhart

ELL Program: FEPM2 : FEP: Monitor Year 2

School Year: 2019-20

Academic Data

Language Arts/Literacy First Semester 2019 Grade: C

i-Ready Date: 12/6/2019 **i-Ready Score** 500

PSAT Test: #N/A **Total Score:** #N/A **Percentile:** #N/A

SAT:

Optional Student Interview Comments:

Core Teacher Input:

Summary and Action Steps:	Yes or No -
Student meets grade-level academic standards or benchmarks.	
Student does not meet grade-level academic standards or benchmarks. English language proficiency is not a reason the student is not meeting grade-level academic standards or benchmarks.	
Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks.	
Action Steps: What supports, if any, does the student need for next year (i.e., placed back in program, social/emotional, credit recovery)	

Principal: William Blandon

Director of Culture, Equity and Language: Christine Muldoon, EdD. **Date:** May 15, 2020

