



## English Learner (EL) Monitoring Procedures

The purpose of this document is to provide procedural information regarding English Learner (EL) monitoring. These procedures cover:

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### **School Responsibilities**

**EL Coordinator.** Each authorized charter school shall have one (1) EL Coordinator (“Coordinator”), at minimum. The Coordinator will serve as the contact between the State and the school. The school’s EL coordinator shall also be responsible for completing the relevant sections of the school’s annual Sub-recipient Monitoring Self-Assessment. More information about the Sub-recipient Monitoring Self-Assessment can be found in the State Board’s Sub-recipient Monitoring Guidebook.

**ESL Teacher Hiring Plan.** All teachers of any language instruction program for English Learners (ELs) need to be fluent and competent in the four domains of language assessed by the English Language Proficiency Assessment: reading, writing, speaking, and listening.

A teacher’s fluency in listening and speaking shall be evaluated during the interview process. A selector shall be responsible for noting listening mistakes, miscues, grammar, and syntax mistakes, and judging the level of fluency for both speaking and listening.

Reading and writing shall be evaluated through the successful completion of the application process. Reading may also be satisfied through the college transcript if from an English speaking university or by a qualifying Praxis score.

**Screening.** If a student is referred for screening after completion of the Home Language Survey (see the Records section below for more details about the survey), the authorized charter school must first obtain input from the student’s parent/guardian to determine if the student’s needs may or may not be met through an Individualized Education Program (IEP) due to severe cognitive delays, hearing impairments, or any other disability that may be impeding language development prior to screening the student. If the

student's language development is impeded by any such disability as categorized under the Individuals with Disabilities Education Act (IDEA), the student's needs shall be met through an IEP, not an Individualized Learning Plan (ILP).

The authorized charter school may choose to contract with an outside provider to screen incoming students, including another district. Charter schools shall ensure that they are provided a copy of the screening results. The charter school maintains responsibility for creating and following procedures to address the following:

- (1) The relationship between the charter school and its contracted screening provider.
- (2) The system for obtaining and filing complete student screening information.

**Records.** EL records, including any evaluation data, shall be kept in a separate EL folder as part of the student's cumulative folder, or in any other location determined to be appropriate by the State Board or school. Documentation shall be translated into the appropriate language, as necessary.

Each school shall maintain the following documentation for any student identified as an English Learner:

- (1) Intake Data
  - (a) Date the student arrived in a U.S. School
  - (b) First language spoken by student
  - (c) Any available documents (e.g., birth certificate, I-94, other immigration documents, etc.)
  - (d) W-APT or WIDA scores
- (2) Home Language Survey
  - (a) This document is administered once in each student's educational career. It shall be administered at the time of enrollment to gather information about a student's language background and to identify students whose primary or home language is a language other than English. Please see the State Board's [Student Enrollment Procedures](#) for specific requirements regarding the Home Language Survey.
  - (b) If the authorized charter school is unable to obtain a student's original Home Language Survey, the survey must be re-administered. If the charter school obtains an original Home Language Survey after the survey has been re-administered, the school shall communicate with the parents/guardians as needed to resolve any conflicting information.
- (3) English Language Proficiency (ELP) assessment (Initial)
  - (a) In order to monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time, schools must annually administer a valid and reliable ELP assessment in reading, writing, listening, and speaking that is aligned to state ELP standards.
  - (b) For entering kindergarten students and first grade students who are screened in their first (1<sup>st</sup>) semester, the World Class Instructional Design and Assessment (WIDA) Access Placement Test (W-APT) may be used as an ELP screener.

- (i) Kindergarten students entering during the first (1<sup>st</sup>) semester shall complete only the listening and speaking components of the W-APT. Kindergarten students entering during the second (2<sup>nd</sup>) semester and first grade students screened during the first (1<sup>st</sup>) semester shall complete all four components of the W-APT: listening, speaking, reading, and writing.
  - (ii) The W-APT must be administered by a certified ESL teacher who has been trained to administer the assessment within the past calendar year.
  - (iii) If a kindergarten student entering during the first (1<sup>st</sup>) semester receives a composite score below 28 on the W-APT, a minimum of one (1) hour of direct ESL service should be provided daily by an ESL-endorsed teacher.
  - (iv) If a kindergarten student entering during the second (2<sup>nd</sup>) semester or a first grade student screened during the first (1<sup>st</sup>) semester receives any of the following scores on the W-APT, a minimum of one (1) hour of direct ESL service should be provided daily by an ESL-endorsed teacher:
    - a. Below 28 on the listening and speaking domains
    - b. Below 15 on the reading domain
    - c. Below 18 on the writing domain
- (c) For first grade students who enter in their second (2<sup>nd</sup>) semester and students entering in grades 2 through 12, the WIDA Screener may be used as an ELP screener.
- (i) The WIDA Screener must be administered by a certified ESL teacher who has been trained to administer the assessment within the past calendar year.
  - (ii) If a student receives a composite score less than 4.5 or any domain score of 4.0 or less, the student qualifies for English Language Services.
  - (iii) If a student receives a score below 3.5 on the WIDA Screener, a minimum of one (1) hour of direct ESL service should be provided daily, by an ESL-endorsed teacher.
- (d) The authorized charter school shall maintain electronic documentation of each student's screening scores and information. The following information shall be noted: the date of receipt, the date the screening was conducted, and the student's score. Please reference the [English Language Proficiency \(ELP\) Assessment Record](#) at the end of this document for a sample template.
- (4) ELP assessment (most recent)
- (a) ELP assessments must be administered annually and dated within the past calendar year.
  - (b) The WIDA ACCESS for ELs 2.0 may be used as an ELP assessment.
- (5) Individualized Learning Plan (ILP)
- (a) All EL students must have an ILP, which shall detail the following:
    - (i) Strategies and accommodations to be implemented in the classroom on a daily basis
    - (ii) Growth trajectories
  - (b) Please see the State Board's Individual Learning Plan Procedures for specific requirements regarding ILPs.

(6) Parental Notifications

- (a) Charter schools shall notify parent(s)/guardian(s) of a student's eligibility for ESL services after the initial assessment and subsequently on an annual basis. Notifications must include all information outlined in the State Board's [Student Enrollment-Standard Operating Procedures](#).

If documentation is missing from a student's prior school district, the school shall make reasonable effort to obtain the missing documentation and shall document efforts to obtain the missing documentation in the student's EL folder.

Should a student transfer from the authorized charter school, the current school is responsible for sending all documentation to the receiving school.

**Curriculum and Instruction.** Each authorized charter school must provide the following:

- (1) EL and content classrooms that utilize WIDA standards;
- (2) Training on WIDA standards for ESL teachers and all regular education teachers providing instruction to EL students;
- (3) Annual training for subject area and regular education classroom teachers on appropriate accommodations and modifications for ELs, as outlined in each student's ILP; and
- (4) Appropriate EL student / EL teacher ratio (35 identified EL students per full-time equivalent ESL endorsed teacher).
  - a. All State Board operated schools shall meet the above EL teacher / EL student ratio and shall maintain the ratio throughout the school year.

**Exiting and Reclassification.** English Learners who have transitioned out of the ESL program shall be classified as transitional ELs for four years upon meeting exit criteria for the ESL program. Transitional students shall be monitored in the first two years following exit from ESL services. A transitional EL experiencing academic difficulties shall not be immediately reclassified as an EL.

When a student exits from ESL services, the ESL Teacher shall:

- (1) Send home an ESL exit letter and put a copy of the letter in the student's ESL file;
- (2) Notify the classroom teacher of the reclassification;
- (3) Ensure the student is correctly coded in the Student Information System (SIS);
- (4) Monitor the classroom progress during the T1 and T2 years and document contact with the classroom teacher using the district's monitoring forms; and
- (5) Confer with the classroom teacher and offer support services during this period if the T1 or T2 student begins to struggle academically.

If, during the transitional period, there is evidence that a student is struggling in one or more content areas, the school shall ensure the student is first provided with any instructional supports available in the school and notify the RTI<sup>2</sup> team of the student's lack of academic progress and success.

The RTI<sup>2</sup> team shall review the student's data and determine next steps, appropriate interventions, and any potential increased tier transition for RTI<sup>2</sup> purposes. After these interventions have been put in place and progress has been measured and documented over time, the RTI<sup>2</sup> team shall meet with an ESL-certified teacher or the school ESL coordinator to determine whether the student is struggling due to a lack of content knowledge, cognitive issues, a disability, or a lack of English proficiency.

If it is suspected that a transitional student is struggling due to a lack of English proficiency and accommodations are not adequate for the student to experience academic success, the RTI<sup>2</sup> team may determine that the student should re-enter the ESL program. At this time, the school may choose to administer the WIDA MODEL assessment to assist in determining placement in the ESL program. MODEL shall not be used to exit students from ESL services.

Each State Board authorized charter school shall develop a procedure for reclassification of EL students which shall include ongoing monitoring of Transitional EL students, the implementation of the school RTI<sup>2</sup> procedures to address academic challenges, and the use of a formative English proficiency assessment to determine if reclassification is needed.

**Considerations for Retention.** Special considerations must be made when considering ELs for retention. Retention of ELs should not be based on the consequences of low English proficiency. An authorized charter school must have approval from the State Board to retain an EL student. In January of each year, the LEA Special Populations Coordinator will confer with the school ESL coordinator to discuss requirements for EL students who may be at risk for retention. Follow-up consultations shall be scheduled as needed to discuss the progress of students considered for retention.

- Students in Grades K-8. If an EL student in grades K-8 is considered for retention, the school shall notify the LEA Special Populations Coordinator and the student's parent or guardian within fifteen (15) days of identification and shall develop an individualized promotion plan and offer to meet with the parent as required by LEA policy 4603. The school shall comply with all other requirements of LEA Policy 4603 and State Board policy 3.300 regarding promotion and retention. If the student has not demonstrated sufficient progress on his or her promotion plan by the end of the school year, a consultation shall be made with the school ESL coordinator and the LEA Special Populations Coordinator to determine if retention is appropriate. If the student is enrolled in a summer reading or learning program, the consultation may be had and a decision regarding retention may be made and communicated to the parent after completion of the summer program, but no later than ten (10) days prior to the start of the next school year. Schools shall utilize the [Considerations for Retention of an EL Student](#) form at the end of this document during the consultation. If it is determined that a student will be retained, parents shall be notified of their right to appeal a retention decision pursuant to school policy and LEA policy [4603](#) regarding promotion and retention.
- Students in Grades 9-12. If an EL student in grades 9-12 is considered for retention, the school shall notify the LEA Special Populations Coordinator and the student's parent or guardian within fifteen (15) days of identification. If the student has not made sufficient progress and is still being

considered for retention by the end of the school year, notification shall be made to the parent and the LEA Special Populations Coordinator and a consultation shall be made with the school ESL coordinator and the LEA Special Populations Coordinator to determine if retention is appropriate. Schools shall utilize the [Considerations for Retention of an EL Student](#) form at the end of this document during the consultation. If it is determined that a student will be retained based on attendance reasons, parents shall be notified of the right to appeal an attendance-based retention decision pursuant to school policy and LEA policy [6200](#) regarding attendance.

Authorized charter schools shall maintain and submit to the Special Populations Coordinator the following documentation for any EL student being considered for retention. This documentation will be discussed during the retention consultation:

- (1) School Plan for monitoring and limiting the retention of ELs
- (2) The student's Individual Learning Plan (ILP) with evidence of progress towards goals and goal adjustment throughout the year
- (3) The student's individualized promotion plan with evidence of progress on strategies identified in the plan (required for students in grades K-8)
- (4) Documentation of multiple parental contacts regarding the student's progress
- (5) Documentation of multiple opportunities to make up assignments
- (6) Evidence of implementation of language supports integrated in classroom instruction
- (7) Evidence of implementation of interventions in areas of deficit (academic/RTI<sup>2</sup>, behavior, attendance)
- (8) Action plan to address problematic behavior, if applicable (academic, behavior, attendance)
- (9) Student's schedule, attendance record, behavior history

The decision to retain an EL student should not be based on any sole criterion. A priority should be placed on allowing the child to remain in the grade level that is age appropriate.

### **LEA Responsibilities**

**RTI<sup>2</sup> Monitoring.** The State Board shall annually review and monitor authorized charter school RTI<sup>2</sup> procedures and shall ensure that reclassification procedures, including timelines and assessments, are included in that document and consistent with the school RTI<sup>2</sup> procedures.

**EL Monitoring.** The State Board shall monitor compliance annually through an audit of randomly selected student files to ensure schools maintain the proper documentation. The State Board shall utilize the [EL Monitoring Checklist](#) contained within these operating procedures to ensure all documents and signatures are accounted for. If proper documentation is not maintained, the State Board shall notify the appropriate parties utilizing the [Missing EL Documentation Memo](#).

**ILP Monitoring.** The State Board shall monitor ILPs annually through an audit of randomly selected student files. Please see the State Board's Individual Learning Plan Procedures for specific requirements regarding ILP monitoring.



The State Board shall maintain documentation of EL and ILP monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school ESL coordinator as a result of the monitoring.



## Forms and Appendices

The following forms and appendices are included to supplement these procedures:

- [EL Monitoring Checklist](#) – *required*
- [Considerations for Retention of an EL Student Form](#) – *required, if applicable*
- [English Language Proficiency \(ELP\) Assessment Record](#) – *sample template*
- [Missing EL Documentation Memo](#) – *required, if applicable*



**EL Monitoring Checklist**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Monitor Initials: \_\_\_\_\_

<b>Required EL Documents</b>	<b>Check if fulfilled</b>
Intake Data	
Home Language Survey	
English Language Proficiency (ELP) assessment (initial)	
English Language Proficiency (ELP) assessment (most recent)	
Individualized Learning Plan (ILP)	
Parental Notifications	

### Considerations for Retention of an EL Student

An authorized charter school must have approval from the State Board to retain an EL student. A consultation shall be made with the school ESL coordinator and the LEA Special Populations Coordinator to determine if retention is appropriate. The following items shall be considered during the consultation.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

#### I. Document Checklist

Required Documents	Check if fulfilled	Notes
School Plan for monitoring and limiting the retention of ELs		
The student's Individual Learning Plan (ILP) with evidence of progress towards goals and goal adjustment throughout the year		
The student's individualized promotion plan with evidence of progress on strategies identified in the plan (Required for students in grades K-8)		
Documentation of multiple parental contacts regarding the student's progress		
Documentation of multiple opportunities to make up assignments		
Evidence of implementation of language supports integrated in classroom instruction		
Evidence of implementation of interventions in areas of deficit (academic/RTI <sup>2</sup> , behavior, attendance)		
Action plan to address problematic behavior, if applicable (academic, behavior, attendance)		

<b>Student's schedule, attendance record, behavior history</b>		
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**II. Considerations for Retention**

Retention of ELs should not be based on the consequences of low English proficiency. The following items shall be considered when deciding whether to retain or promote an EL student.

(1) Has the student been enrolled in the school for an adequate period of time to meet the educational goals?

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(2) Have accommodations been made in the student's classroom, homework, assignments, and assessments?

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(3) Have accommodations been documented and frequently reviewed for effectiveness?

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(4) Has the student received differentiated instruction, and has the differentiation been documented?

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(5) Has the student received the required amount of ESL services based on their proficiency?

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(6) If the student has an individualized promotion plan, has the student demonstrated sufficient progress on the strategies included in his/her promotion plan during the school year? (Required for grades K-8) *NOTE: If a K-8 student demonstrates sufficient progress on their individualized promotion plan, they shall be promoted to the next grade level and shall be enrolled in a summer reading or learning program, if available.*

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**III. Team Decision**

Promotion       Retention

**IV. Comments/Special Conditions**

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**V. Signatures**

LEA Special Populations Coordinator \_\_\_\_\_

School ESL Coordinator \_\_\_\_\_



### English Language Proficiency (ELP) Assessment Record

School Name: \_\_\_\_\_ Year: \_\_\_\_\_

English Language Proficiency (ELP) Assessment Record						
Student Name	DOB	ID Number	Date of Receipt	Date of Screening	Score	Notes



## Missing EL Documentation Memo

**To:**

**From:**

**Date:**

**Re:** EL Monitoring – Missing Documentation

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### Missing EL Documentation

This memo is to make notice of missing documents in       (student name)      's EL file. The State Board completed compliance monitoring of these files on       (date)       and found that the following files are missing  online  on-site:       (file name)      .

Please add these documents to the student's file by       (date)      .

If you have questions, please contact the State Board.