

# TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

## English Learner (EL) Monitoring Procedures

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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 Commission and the school. The school’s EL coordinator may 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 Commission’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.

Each authorized charter school shall maintain a ratio of 1 full-time equivalent (FTE) ESL endorsed teacher to 35 English learner students, including students who have waived direct ESL services and students who are in the first two years of transition out of ESL services.

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**Obtaining Student Records.** Once a student enrolls in the charter school, the school shall immediately request the student's records from the student's previous school. The school shall then follow the procedures below to obtain documentation and official records for English Learners, transitional students, and Non-English Language Background (NELB) students:

- (1) Determine if the child received ESL services from the previous district.
  - a. Ask the parent(s)/guardian(s).
  - b. Check the registration form/ records brought by the student/family.
  - c. Contact the student's last known school/district.
- (2) When the records arrive, the principal must follow the same procedures to review the cumulative record as a general education student. Additionally, the principal must notify the following individuals that an English Learner or transitional student has enrolled:
  - a. EL Coordinator; and
  - b. ESL Teacher

The school EL coordinator shall request a transfer of the student's documents on TN Pulse through the following steps:

- (1) Email the LEA English Learner (EL) Coordinator to request the student's file be transferred in TN Pulse.
  - a. Use an encrypted email or send a password-protected document containing the student's name, date of birth, prior district, and state ID number.

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 cumulative folder and in TN Pulse.

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

**School Expectations for Auditing Files.** 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 Commission or school. Documentation shall be translated into the appropriate language, as necessary.

Each authorized charter school shall be responsible for internally auditing student Individualized Learning Plans (ILP) and monitoring for compliance. Please see the [ILP Monitoring Checklist](#) at the end of this document for an example form.

At the beginning of the school year, charter schools shall audit existing ILP files within the first month of school for all required documentation. The EL case manager shall maintain and monitor any new documents that are created for a student's ILP and any supporting documents throughout the school year.

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- (1) A signed and finalized copy of the ILP should be added to the student's file when signatures are obtained.
- (2) Quarterly Monitoring documents should be added within two (2) weeks of end of quarter.

**Identification and Screening.** EL student identification must be completed within thirty (30) days of initial enrollment according to the following steps:

- (1) Each authorized charter school shall administer a Home Language Survey (HLS) to identify NELB students. This document is administered once in a 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 Commission's Enrollment Procedures for specific requirements regarding the Home Language Survey.
- (2) If the authorized charter school is unable to obtain a student's original Home Language Survey, the survey must be re-administered and labeled as secondary. 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. The original survey will replace the secondary survey in the student's file.
- (3) If a student is referred for screening after completion of the Home Language Survey, the authorized charter school shall screen them using the ELPA21 Dynamic Screener in the domains of reading, writing, listening, and speaking. The ELPA21 Dynamic Screener must be administered by a certified ESL teacher trained to administer the assessment within the past calendar year. NELB students who have documentation from a previous state or LEA indicating that they met the definition of Fluent English Proficient (FEP) on the ELPA21 Dynamic Screener do not need to be re-screened.
  - a. Students entering Kindergarten or in their 1<sup>st</sup> semester of Kindergarten shall be classified as English learners if they score below three (3) in any non-exempt domain.
  - b. Students in their 2<sup>nd</sup> semester of Kindergarten through grade 12 shall be classified as English learners if they score below four (4) in any non-exempt domain.
  - c. Students who are classified as English learners shall receive Direct ESL Services unless a parent and/or guardian chooses to waive Direct ESL Services.

If a student who has an Individualized Education Program (IEP) is also an NELB student, the IEP team may exempt the student from domain(s) that are inaccessible due to the student's disability.

Non-English language background students in grades Kindergarten through 12 who are identified as requiring alternate assessments, or who cannot access the ELPA21 Dynamic Screener due to a suspected disability, shall be screened using the Alt ELPA Screener in the areas of receptive modality and productive modality. Students shall be classified as English learners if they score below a three (3) in any non-exempt modality.

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

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screening results to maintain in the cumulative file. 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.

**Maintenance of Documentation in TN Pulse.** Each authorized charter school is responsible for completing, uploading, and maintaining all documentation for NELB, active EL, waived, and Transitional year 1 and 2 students in TN Pulse. Documentation should be translated into the appropriate language, if necessary. The following information shall be entered into TN Pulse or scanned and uploaded, with appropriate signatures where needed:

(1) Students with a Non-English Language Background

- (a) Relevant demographic data including, but not limited to, the date the student arrived in a U.S. school, the first language spoken by the student, and birth country
- (b) Initial English Language Proficiency (ELP) assessment data, including the date the screening was conducted and the student's score
- (c) Parent notification of non-eligibility for ESL services

(2) Active EL and waived students

- (a) Every EL student who receives Direct ESL Services or Indirect ESL Services shall have an ILP that includes:
  - (i) Assessment data, including initial English Language Proficiency screener data, from the department-adopted English language proficiency assessment;
  - (ii) Relevant demographic data including but not limited to years of ESL service, Long Term English Learner status, and additional services the student receives such as special education or Response to Instruction and Intervention (RTI<sup>2</sup>);
  - (iii) Data from other assessments may be included as available, such as achievement assessments, relevant benchmark data, universal screener data, and Tennessee Comprehensive Assessment Program (TCAP) data;
  - (iv) For EL students in grades Kindergarten through three (K-3), Direct ESL Services and language focused supports will be defined in the ILP that provide access to classroom instruction aligned to grade-level academic standards;
  - (v) For EL students in grades four through twelve (4-12), Direct ESL Services and academic and career-readiness supports that provide access to classroom instruction aligned to grade-level academic standards;
  - (vi) Strategies, accommodations, and scaffolding used in the delivery of Indirect ESL Services, as decided appropriate by the student's ILP Team, that provide access to instruction;
  - (vii) Short-term goals that help the student proceed to the next proficiency level in the four (4) domains of language: reading, writing, speaking, and listening; and

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(viii) Growth trajectories for English language proficiency based on individual student data, as available.

(b) Parental Notifications

(i) 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 Commission's Enrollment Procedures. Notifications must include information regarding the right to waive Direct ESL Services.

(3) Transitional EL students

(a) Appropriate ILPs must outline services in accordance with Transitional EL status and needs. In addition, the ILP shall include:

- (i) Most recent assessment data, as well as initial English Language Proficiency screener data, from the department-adopted English language proficiency assessment;
- (ii) Relevant demographic data including but not limited to years of ESL service, Long Term English Learner status, and additional services the student receives such as special education or Response to Instruction and Intervention (RTI<sup>2</sup>);
- (iii) Data from other assessments may be included as available, such as achievement assessments, relevant benchmark data, universal screener data, and Tennessee Comprehensive Assessment Program (TCAP) data;
- (iv) Short-term academic goals;
- (v) Career-readiness supports for grades 4-12; and
- (vi) Scaffolds for access to instruction for grades K-12.

(b) Parental Notifications

(i) Charter schools shall notify parent(s)/guardian(s) of a student's non-eligibility for ESL services after they have received a qualifying score for exit.

**Assessment.** ELP assessments must be administered annually and dated within the past calendar year. All authorized charter schools shall submit evidence through the Reporting Calendar that ESL teachers administering an ELP assessment have completed annual training.

Authorized charter schools shall assess English learners using the ELPA21 Summative Assessment in grades Kindergarten through twelve (12). Students who attain the qualifying score for exit, which is a score of four (4) or above in all non-exempt domains, shall be exited from direct or indirect ESL services. If a student who has an Individualized Education Program (IEP) is also an EL student, the IEP team may exempt the students from domain(s) that are inaccessible due to the student's disability. Authorized charter schools may provide tailored services to students in grades 1-12 who score at least a level four (4) in three (3) domains which shall include reading, writing, and either listening or speaking.

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English learners who are identified on their IEP as requiring alternate assessments shall be assessed using the Alt ELPA Summative Assessment. The IEP team may exempt the student from domain(s) that are inaccessible due to the student's disability. Students who attain the qualifying score for exit, which is a score of three (3) or above in all non-exempt modalities, shall be exited from direct or indirect ESL services.

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

- (1) EL and content classrooms that utilize ELPA21 English Language Proficiency (ELP) standards;
- (2) Training for ESL teachers and all regular education teachers providing instruction to EL students, which includes, at a minimum:
  - a. The Tennessee English language development (ELD) standards;
  - b. Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science and social studies;
  - c. English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language;
  - d. Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators; and
  - e. The requirements regarding ILP development and implementation.

**Service Delivery.** Each authorized charter school must provide an ESL program through one or more of the service delivery models approved by the State Board of Education:

- (1) Sheltered English Instruction;
- (2) Structured English Immersion;
- (3) Specially Designed Academic Instruction in English (SDAIE);
- (4) Content-Based Instruction (CBI);
- (5) Heritage Language Instruction;
- (6) Another model approved by the Department of Education.

EL students in elementary school identified for ESL services via a Department of Education approved English language proficiency screener shall receive a minimum of one (1) hour of Direct ESL Service per school day from a teacher who holds an ESL endorsement, until the student achieves a sufficient score on the ELPA21 Summative Assessment to be exited from Direct ESL Service or achieves a sufficient score on a summative assessment to have Direct or Indirect ESL Services modified by the ILP Team.

EL students in middle and high school identified for ESL services via a Department of Education approved English language proficiency screener shall receive a minimum of one (1) hour of Direct ESL Service per school day or the equivalent of one (1) full class period of at least 45 minutes in duration per school day, from a teacher who holds a license with an ESL endorsement, until the student achieves a sufficient score on a summative assessment to be exited from Direct ESL Service or achieves a sufficient score on a summative assessment to have Direct or Indirect ESL Services modified by the ILP Team.

**Exiting and Reclassification.** When a student exits from ESL services, the ESL Teacher shall:

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- (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) Develop an appropriate ILP during the first two (2) years of transition from direct ESL services;
- (5) Monitor the classroom progress during the T1 and T2 years and document contact with the classroom teacher using the district's monitoring forms; and
- (6) Confer with the classroom teacher and offer support services during this period if the T1 or T2 student begins to struggle academically.

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.

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 EL 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. The ESL-certified teacher or school EL Coordinator must gather sufficient evidence that the need of the student is not due to inaccessible instruction.

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 be re-tested to determine whether re-entry into the ESL program is appropriate. Parent consent is required for re-entry.

Each Commission 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 Commission to retain an EL student. In January of each year, the LEA EL Coordinator will confer with the school EL 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.

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- Students in Grades K-2 and 4-8. If an EL student in grades K-8 is considered for retention, the school shall notify the LEA EL 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 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 EL 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 Grade 3. If an EL student in grade 3 is considered for retention under T.C.A. § 49-6-3115, the school shall notify the EL Coordinator and the student's parent or guardian. The school shall ensure the student's parent or guardian is provided information about their right to appeal the retention decision. Schools shall submit the [English Learner Third Grade Retention Decision](#) form to the LEA EL Coordinator by July 1. The LEA EL Coordinator may schedule a consultation to discuss the student prior to the district approving or denying the retention decision.
- Students in Grades 9-12. If an EL student in grades 9-12 is considered for retention, the school shall notify the LEA EL 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 EL Coordinator and a consultation shall be made with the school ESL coordinator and the LEA EL 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 EL 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



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- (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.

**EL Students Suspected of Having a Disability.** Authorized charter schools shall ensure that all EL students suspected of having a disability are located, identified, and evaluated for special education in a timely manner. When conducting special education and/or Section 504 evaluations, authorized charter schools shall consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used. EL students shall not be identified as students with disabilities solely because of their limited English proficiency.

Authorized charter schools shall provide EL students with disabilities with both Direct ESL services and disability-related services. Neither RTI<sup>2</sup> nor special education services shall be used in place of Direct ESL Services.

### **LEA Responsibilities**

**RTI<sup>2</sup> Monitoring.** The Commission 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 Commission shall monitor compliance annually through an audit of randomly selected student files to ensure schools maintain the proper documentation. The Commission shall utilize the [ILP Monitoring Checklist](#) contained within these operating procedures to ensure all documents and signatures are accounted for. If proper documentation is not maintained, the Commission shall notify the appropriate parties utilizing the [Missing EL Documentation Memo](#).

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

The Commission 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.

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**Forms and Appendices**

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

- [ILP Monitoring Checklist](#) – *required*
- [Considerations for Retention of an EL Student Form](#) – *required, if applicable*
- [English Learner Third Grade Retention Decision Form](#) – *required, if applicable*
- [Missing EL Documentation Memo](#) – *required, if applicable*

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### Individualized Learning Plan (ILP) Monitoring Checklist Active and Waived English Learners

Student:	ELB:	Date:	Monitor Initials:
<b>Required ILP Components</b>			<b>Check if fulfilled</b>
Demographic Information, including years of ESL service, Long Term English Learner status, and additional services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Initial English Language Proficiency Level (screener)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Current English Language Proficiency Level (most recent ELPA)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Growth Trajectory			<input type="checkbox"/> Yes <input type="checkbox"/> No
State/Local Assessment Info			<input type="checkbox"/> Yes <input type="checkbox"/> N/A
Goals			<input type="checkbox"/> Yes <input type="checkbox"/> No
Instructional Scaffolds (Indirect ESL Services)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Assessment Accommodations			<input type="checkbox"/> Yes <input type="checkbox"/> No
Direct ESL Services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Readiness Data (grades 4-12)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Team Member Signatures (including parent/guardian)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Notification of EL Services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Quarterly Progress Monitoring with input from general education teacher <b>and</b> EL teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No

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### Individualized Learning Plan (ILP) Monitoring Checklist Transitional Students

Student:	ELB:	Date:	Monitor Initials:
<b>Required ILP Components</b>			<b>Check if fulfilled</b>
Demographic Information, including years of ESL service, Long Term English Learner status, and additional services			<input type="checkbox"/> Yes <input type="checkbox"/> No
Initial English Language Proficiency Level (screener)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Current English Language Proficiency Level (most recent ELPA)			<input type="checkbox"/> Yes <input type="checkbox"/> No
State/Local Assessment Info			<input type="checkbox"/> Yes <input type="checkbox"/> N/A
Academic Goals			<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Readiness data (grades 4-12)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Instructional Scaffolds			<input type="checkbox"/> Yes <input type="checkbox"/> No
Team Member Signatures (including parent/guardian)			<input type="checkbox"/> Yes <input type="checkbox"/> No
Notification of Program Exit			<input type="checkbox"/> Yes <input type="checkbox"/> No
Quarterly Progress Monitoring with input from general education teacher <b>and</b> EL teacher			<input type="checkbox"/> Yes <input type="checkbox"/> No

**Considerations for Retention of an EL Student**

An authorized charter school must have approval from the Commission to retain an EL student. A consultation shall be made with the school EL Coordinator and the LEA EL 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	<input type="checkbox"/>	
The student’s Individual Learning Plan (ILP) with evidence of progress towards goals and goal adjustment throughout the year	<input type="checkbox"/>	
The student’s individualized promotion plan with evidence of progress on strategies identified in the plan (Required for students in grades K-8)	<input type="checkbox"/>	
Documentation of multiple parental contacts regarding the student’s progress	<input type="checkbox"/>	
Documentation of multiple opportunities to make up assignments	<input type="checkbox"/>	
Evidence of implementation of language supports integrated in classroom instruction	<input type="checkbox"/>	
Evidence of implementation of interventions in areas of deficit (academic/RTI <sup>2</sup> , behavior, attendance)	<input type="checkbox"/>	
Action plan to address problematic behavior, if applicable (academic, behavior, attendance)	<input type="checkbox"/>	

<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 EL Coordinator \_\_\_\_\_

School EL Coordinator \_\_\_\_\_

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**English Learner Third Grade Retention Decision Form**

Students who are eligible for English Learner services and have received less than two (2) years of English instruction are **exempt** from retention under T.C.A. § 49-6-3115. Since federal and state guidance prohibit retaining an English Learner based solely on their lack of English proficiency, schools must carefully assess on a case-by-case basis whether and to what extent an English Learner’s TCAP results may be impacted by their limited English proficiency for those students who are **not** exempt from the law.

Schools shall use this form to document their recommendation for the promotion or retention of an English Learner who is **not** exempt from retention under T.C.A. § 49-6-3115. School leaders must consult with ELL and General Education teachers and consider a variety of data when determining whether retention is appropriate for an English Learner student. This form **must** be submitted to the Commission to be signed by the Commission’s Director of Schools or their designee if the school recommends retention of an English Learner student. Forms may be submitted to the school’s Reporting Calendar folder in Microsoft Teams.

**1. Student Name:**

**2. The following data and information were considered when making this promotion/retention decision (check all that apply):**

- TCAP scores
- Years of schooling in the U.S.
- Language proficiency scores, including ELPA21 Screener, ELPA21 Assessment, and any additional formative data
- Stage of language acquisition
- ILP
- Input from classroom teacher
- Cultural and linguistic factors
- Access to scaffolds
- Interventions
- Parental involvement
- Attendance



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**3. The following individuals contributed to and agree with this decision:**

<b>Role</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Principal or Designee			
ELL Teacher			
Classroom Teacher			
Commission's Director of Schools or Designee <i>(required for retention recommendation)</i>			

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**Missing ILP Documentation Memo**

**To:** Network EL Coordinator Name (Email)  
**From:** TPCSC EL Coordinator  
**Date:** Month Day, Year  
**Re:** Individualized Learning Plan (ILP) Monitoring – School Abbreviation

**Missing or Inappropriate ILP Documentation**

This memo is to notify School Name of missing or inappropriate ILP documentation in TN Pulse. In accordance with the Commission’s [ILP Monitoring Procedures](#), Charter Commission staff completed desktop monitoring of two (2) students’ files on MM/DD/YYYY. The findings of the Annual/Quarter # desktop monitoring process are outlined below.

**Next Steps**

- Complete the required corrections by the deadlines indicated. If you have questions, please contact the EL Coordinator at the TN Public Charter School Commission.

**Student Name (State ID)**

- *List specific findings and required corrections. If none, state “No findings” and delete the required corrections table below.*

<b>Required Corrections (State ID)</b>	
1.	No later than deadline: <i>List required corrections. Add additional rows for each correction.</i>

*(Add additional findings and required corrections below for each additional student monitored).*