

Name of District Public Schools
School Year 2000-2000
Monitoring Academic Progress of FLEP Students

FLEP monitoring form is to be used for two consecutive years after students are removed from LEP status and no longer require ESL support. In some cases, when concerns are present during FLEP monitoring, the student may be reclassified as LEP and re-qualify for ESL services.

Student Name: _____
 Date Reclassified: _____
 SASID: _____
 School: _____

Home language: _____
 Years in U.S. Schools: _____
 DOB: _____
 Monitoring Year (1st/2nd): _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		RARELY	SELDOM	SOMETIMES	OFTEN
			ALWAYS			
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with listening comprehension						
Struggles with reading comprehension						

MATH	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		RARELY	SELDOM	SOMETIMES	OFTEN
						ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

SCIENCE	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		RARELY	SELDOM	SOMETIMES	OFTEN
						ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

SOCIAL STUDIES	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>	
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- Restore ELL status**
- After school tutoring**
- Daytime pull-out for remediation**
- Parent communication**
- Summer school**
- Other (please, explain)**

Date: _____

Team members: _____

Signatures: _____