



Beaverton School District Monitoring Tool for Exited ELL, Migrant and Indian Education Students to Support Academic Success

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Beaverton School District Demographics

0 Who Are We?

SCHOOL DISTRICT:

- Third largest District in Oregon
- Enrollment - 39,387 (*as of Oct.1, 2013*)
- Number of schools - **51**
 - Elementary - 33 (18,840 students)
 - Middle - 8 (8,597 students)
 - High - 5 (11,338 students)
 - Options Schools - 5
 - Options Programs - 19
 - Charter Schools - 2

STUDENT PROFILE:

- Percentage of minority students - **49.2%**. The largest minority student group is Hispanic/Latino(a) followed by Asian American.
- Number of primary languages spoken in students' homes - **94**
- Percentage of students qualifying for free and reduced lunch - 36.2%
- Special Education - 4,963 or 12.7% of total enrollment, qualify for special education services as of October 1, 2012.
- English Language Learners - 4975 or 12.6% of total enrollment.

Dropout Rate:

The dropout rate for 2012-2013 was 2.7%, Oregon 4.0%

Graduation Rate:

Four year cohort graduation rate (freshmen in 2009-10): 77.2% (BSD), Oregon - 68.7%

Needs Assessed Groups

- 0 **Monitored Students** – Former active English Language Learners that have successfully completed a program of English Language Development. These students are no longer in an active Limited English Proficiency (LEP) program and are referred to as *exited students*. We are required to monitor these students for two (2) years.

Needs Assessed Groups

- 0 **Migrant Students** – Students that are currently active in the Migrant Education Program. Many Migrant students are also receiving LEP services.

Needs Assessed Groups

- 0 **Indian Education Students** – Students that are currently active in the Indian Education Program. Some Indian Education students are also receiving LEP services.

COUNT OF STUDENTS WITH NEEDS ASSESSMENT / MONITORING

GRADES

SCHOOLS	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Aloha High									38	17	16	14	85
Aloha-Huber Park School		5	6	5	19	12	9	15					71
Arco Iris Spanish Immersion							1						1
Arts & Communication									3		1		4
Arts & Communications Middle						5	3	4					12
Barnes Elementary	1	4	4	12	16								37
Beaver Acres Elementary	1	2	4	1	9								17
Beaverton High									22	16	13	16	67
Bethany Elementary	1	2	1	5	4								13
Bonny Slope Elementary	1	2											3
Cedar Mill Elementary		1	3		2								6
Cedar Park Middle						20	17	11					48
Chehalem Elementary	2	3	4	3	8								20
Community School											1	8	9
Conestoga Middle						31	26	11					68
Cooper Mt. Elementary	1		3	2	7								13
Elmonica Elementary	2	3	8	4	7								24
Errol Hassell Elementary			1	3	5								9
Findley Elementary	5	4		3	3								15
Fir Grove Elementary		3	1	1	6								11
Five Oaks Middle						45	44	21					110
Greenway Elementary	2	1	4	4	7								18
Hazeldale Elementary		7	6	6	4								23
Health & Science High School									8	5	2	3	18
Health & Science Middle						19	12	4					35
Highland Park Middle						21	9	8					38
Hiteon Elementary		1	4	2	8								15
ISB High									3	4	1		8
ISB Middle						10	7	2					19
Jacob Wismer Elementary	5	5	2	3	15								30
Kinnaman Elementary		10	6	7	12								35
McKay Elementary		3	2	2	6								13
McKinley Elementary		1	4	2	10								17
Meadow Park Middle						25	30	17					72
Montclair Elementary	1	2	1	2	2								8
Mountain View Middle						33	31	11					75
Nancy Ryles Elementary	1		1	1									3
NWRESD Programs												1	1
Oak Hills Elementary		2		1	2								5
Raleigh Hills School	1	1		1	4	1	2						10
Raleigh Park Elementary			3		7								10
Ridgewood Elementary		1		1	1								3
Rock Creek Elementary		2	5	3	3								13
Scholls Heights Elementary	3	4	3	1	7								18
Sexton Mt. Elementary	3	1	1	2	2								9
Southridge High									15	11	6	7	39
Springville School	1	3	2	1	2	4	4						17
Stoller Middle						14	21	5					40
Sunset High									19	13	13	9	54
Terra Linda Elementary	2	2	3	2	6								15
Vose Elementary		2	1	2	16								21
West Tualatin View Elementary		1	1	1	2								5
Westview High									30	17	9	10	66
Whitford Middle						29	24	20					73
William Walker Elementary		2	5	6	5								18
Grand Total	33	80	89	89	207	269	240	129	138	83	62	68	1487

COUNT OF ACTIVE ELL STUDENTS

GRADES

SCHOOLS	1	2	3	4	5	6	7	8	9	10	11	12	KA	KF	KP	Grand Total
Aloha High									25	14	25	20				84
Aloha-Huber Park School	59	55	70	59	45	21	8	6						63		386
Arco Iris Spanish Immersion	1			5		1	1									8
Arts & Communication										1						1
Arts & Communications Middle						3		1								4
Barnes Elementary	67	64	51	65	30								30	18	14	339
Beaver Acres Elementary	40	40	34	35	20								15	8	13	205
Beaverton High									29	25	20	18				92
Bethany Elementary	15	12	12	4	4								5	3		55
Bonny Slope Elementary	9	5	8	6	5								1	3		37
Cedar Mill Elementary	5	8	8	2	5								2	2		32
Cedar Park Middle						24	22	10								56
Chehalem Elementary	20	33	29	20	18								23			143
Community School										2	1	3				6
Conestoga Middle						9	21	10								40
Cooper Mt. Elementary	4	8	7	11	2								5			37
Elmonica Elementary	34	30	27	27	20								21		19	178
Errol Hassell Elementary	13	9	14	11	10								11			68
Findley Elementary	14	6	4	10	5								4	5		48
Fir Grove Elementary	27	23	17	22	20								5	7	6	127
Five Oaks Middle						59	38	28								125
Greenway Elementary	31	20	23	24	15								7	10	11	141
Hazeldale Elementary	21	16	10	13	11								14		13	98
Health & Science High School									5	5	4	1				15
Health & Science Middle						9	4	2								15
Highland Park Middle						20	21	15								56
Hiteon Elementary	12	15	9	7	2								6	3	4	58
Hope Chinese Charter School	3	2													4	9
ISB High									1	2						3
ISB Middle						2	1	1								4
Jacob Wismer Elementary	22	15	18	15	10								8	8		96
Kinnaman Elementary	32	29	29	22	15								33			160
McKay Elementary	23	16	20	24	14								14	9		120
McKinley Elementary	37	38	31	26	16								10	18	12	188
Meadow Park Middle						52	36	20								108
Montclair Elementary	9	5	3	7	7								2	4		37
Mountain View Middle						32	13	19								64
Nancy Ryles Elementary	11	9	8	11	6								3		3	51
Oak Hills Elementary	12	10	5	2	7								5		2	43
Raleigh Hills School	16	21	12	7	14	1	2						6	7		86
Raleigh Park Elementary	12	16	14	10	14								3	7	12	88
Ridgewood Elementary	3	3	4	7	1								2	1	2	23
Rock Creek Elementary	10	8	8	9	4								8	7		54
Scholls Heights Elementary	5	6	15	5	1								6		3	41
Science & Technology									2							2
Sexton Mt. Elementary	7	12	3	9	8								5			44
Southridge High									14	5	7	11				37
Springville School	10	9	14	9	6								10	4	2	64
Stoller Middle						19	10	19								48
Sunset High									29	21	24	14				88
Terra Linda Elementary	7	14	9	4	10								6	8	2	60
Vose Elementary	82	73	85	75	53								88			456
West Tualatin View Elementary	5	2	8	3	5								3	1		27
Westview High									29	31	19	25				104
Whitford Middle						39	26	25								90
William Walker Elementary	63	49	58	49	58								36		13	326
Grand Total	741	681	667	615	461	291	203	156	134	106	100	92	397	196	135	4975

COUNT OF ACTIVE MIGRANT STUDENTS

GRADES

SCHOOLS	1	2	3	4	5	6	7	8	9	10	11	12	CB	KA	KF	KP	Grand Total
Aloha High									11	6	12	9					38
Aloha-Huber Park School	7	6	4	7	6	1	2	2							5		40
Barnes Elementary	2	3	2	5	1									1	1		15
Beaver Acres Elementary	2	2	9	2	3										1		19
Beaverton High									4	5	6	4					19
Cedar Mill Elementary					1												1
Cedar Park Middle						4	2	4									10
CEYP Babies													1				1
Chehalem Elementary	1	2	1	2	1												7
Community School										1	1	1					3
Conestoga Middle						1	3	2									6
Elmonica Elementary	3	1		1	2											2	9
Errol Hassell Elementary	1																1
Fir Grove Elementary	1	2		1	2										1		7
Five Oaks Middle						10	8	4									22
Greenway Elementary	3			1	2									1			7
Hazeldale Elementary	1			1													2
Health & Science High School									1	3	2						6
Health & Science Middle						1	1										2
Highland Park Middle						2	4	1									7
ISB High									1	1	1						3
ISB Middle							2	1									3
Jacob Wismer Elementary		1	1		1												3
Kinnaman Elementary	4	2	4	3										4			17
McKay Elementary			1											1			2
McKinley Elementary			1	1											1		3
Meadow Park Middle						3	5	2									10
Mountain View Middle						4	3	3									10
Nancy Ryles Elementary		1															1
Oak Hills Elementary	1			1	1												3
Raleigh Park Elementary	1																1
Southridge High									2	1	1	1					5
Springville School					1												1
Stoller Middle							2										2
Sunset High									5	4	4	4					17
Terra Linda Elementary	2	2			1										1		6
Vose Elementary	3	2	6	3	4									4			22
Westview High									5	3	1	4					13
Whitford Middle						4	2	3									9
William Walker Elementary		1		3	3											1	8
Grand Total	32	25	29	31	29	30	34	22	29	24	28	23	1	11	10	3	361

COUNT OF ACTIVE MIGRANT STUDENTS THAT ARE ALSO ACTIVE ELL - 58%

GRADES

SCHOOLS	1	2	3	4	5	6	7	8	9	10	11	12	KA	KF	KP	Grand Total
Aloha High									3	2	5	3				13
Aloha-Huber Park School	6	5	4	7	3	1	1							5		32
Barnes Elementary	2	3	2	4	1								1	1		14
Beaver Acres Elementary	2	1	8	2	2									1		16
Beaverton High									2	3	1	3				9
Cedar Mill Elementary					1											1
Cedar Park Middle						2	2									4
Chehalem Elementary	1	2	1	2	1											7
Community School												1				1
Elmonica Elementary	3	1		1	1										2	8
Errol Hassell Elementary	1															1
Fir Grove Elementary	1	2		1	2									1		7
Five Oaks Middle						6	1	1								8
Greenway Elementary	2			1									1			4
Hazeldale Elementary	1			1												2
Health & Science High School											1					1
Highland Park Middle						1	1									2
Jacob Wismer Elementary		1	1		1											3
Kinnaman Elementary	4	2	3	2									3			14
McKay Elementary			1										1			2
McKinley Elementary				1										1		2
Meadow Park Middle						2	2	1								5
Mountain View Middle						2	2									4
Oak Hills Elementary	1			1	1											3
Springville School					1											1
Sunset High									1	2	2	1				6
Terra Linda Elementary	2	2			1									1		6
Vose Elementary	3	2	5	3	3								4			20
Whitford Middle						3	2	2								7
William Walker Elementary		1		1	2										1	5
Grand Total	29	22	25	27	20	17	9	6	6	7	9	8	10	10	3	208

COUNT OF ACTIVE INDIAN ED. STUDENTS

GRADES

SCHOOLS	1	2	3	4	5	6	7	8	9	10	11	12	KA	KF	KP	Grand Total
Aloha High									6	2	4	2				14
Aloha-Huber Park School		3	1	2	1											7
Arts & Communication									1	1	1					3
Arts & Communications Middle								1								1
Barnes Elementary			1										1			2
Beaver Acres Elementary	1		1		1											3
Beaverton High									1	3	3	1				8
Cedar Mill Elementary				1												1
Cedar Park Middle						2	3	1								6
Chehalem Elementary		1														1
Community School													1			1
Conestoga Middle						2	4	3								9
Cooper Mt. Elementary	1	1	1													3
Elmonica Elementary		1	1												1	3
Errol Hassell Elementary			1		1											2
Findley Elementary			1	1										1		3
Fir Grove Elementary	1		2	1												4
Five Oaks Middle						1	2	3								6
Greenway Elementary				1											1	2
Hazeldale Elementary			1		2											3
Highland Park Middle						1		2								3
ISB High									1	2	1					4
ISB Middle								3								3
Jacob Wismer Elementary			1													1
McKinley Elementary				1												1
Meadow Park Middle						1										1
Montclair Elementary				2												2
Mountain View Middle						2		1								3
Nancy Ryles Elementary		1														1
Oak Hills Elementary				1												1
Raleigh Park Elementary	1															1
Ridgewood Elementary				3												3
Rock Creek Elementary		1			2											3
Scholls Heights Elementary			1													1
Sexton Mt. Elementary		1	1													2
Southridge High									2	2	2	5				11
Springville School		1						1								2
Stoller Middle						1	5	2								8
Sunset High									3	4	4	4				15
Terra Linda Elementary	1															1
Vose Elementary		3														3
West Tualatin View Elementary				2										1		3
Westview High									6	2	3	2				13
Whitford Middle						1		1								2
William Walker Elementary		1		1												2
Grand Total	5	14	13	16	7	11	14	18	20	16	18	15	2	1	2	172

Why do we do needs
assessments?



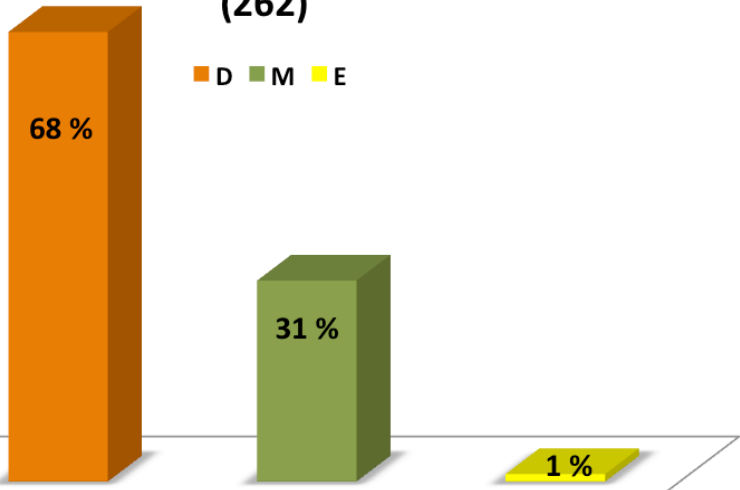
School Year	School District	School	Subgroup	Test St
2012-13	Beaverton SD 48J	All District	Total Population	Reading



Subgroup	Grade Level	Performance	District		State	
			N	%	N	%
Total Population	Grade 03	Participation	3060	99.4%	42316	99.6%
Total Population	Grade 03	Meets or Exceeds	2192	72.7%	27904	66.4%
Total Population	Grade 03	Exceeds	888	29.5%	8922	21.2%
Total Population	Grade 03	Meets	1304	43.3%	18982	45.1%
Total Population	Grade 03	Nearly Meets	437	14.5%	7556	18%
Total Population	Grade 03	Low	374	12.4%	6403	15.2%
Total Population	Grade 03	Very Low	11	0.4%	187	0.4%
Total Population	Grade 04	Participation	3188	99.7%	42245	99.7%
Total Population	Grade 04	Meets or Exceeds	2432	77.4%	30722	73.2%
Total Population	Grade 04	Exceeds	1441	45.9%	14446	34.4%
Total Population	Grade 04	Meets	991	31.6%	16276	38.8%
Total Population	Grade 04	Nearly Meets	379	12.1%	5942	14.1%
Total Population	Grade 04	Low	289	9.2%	4676	11.1%
Total Population	Grade 04	Very Low	41	1.3%	656	1.6%
Total Population	Grade 05	Participation	3026	99.8%	41985	99.6%
Total Population	Grade 05	Meets or Exceeds	2217	74.2%	28222	67.6%
Total Population	Grade 05	Exceeds	1154	38.6%	11351	27.2%
Total Population	Grade 05	Meets	1063	35.6%	16871	40.4%
Total Population	Grade 05	Nearly Meets	445	14.9%	7971	19.1%
Total Population	Grade 05	Low	298	10%	5047	12.1%
Total Population	Grade 05	Very Low	26	0.9%	514	1.2%
Total Population	Grade 06	Participation	3026	99.7%	42591	99.6%
Total Population	Grade 06	Meets or Exceeds	2078	69.3%	26905	63.4%
Total Population	Grade 06	Exceeds	687	22.9%	6881	16.2%
Total Population	Grade 06	Meets	1391	46.4%	20024	47.2%
Total Population	Grade 06	Nearly Meets	620	20.7%	10866	25.6%
Total Population	Grade 06	Low	270	9%	4194	9.9%
Total Population	Grade 06	Very Low	30	1%	466	1.1%
Total Population	Grade 07	Participation	3003	99.6%	42864	99.5%

Reading OAKS Performance of Migrant Kids (262)

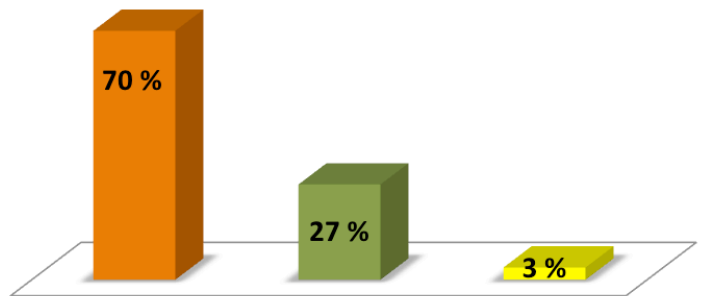
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	D	M	E
Totals	179	80	3

Math OAKS Performance of Migrant Kids (262)

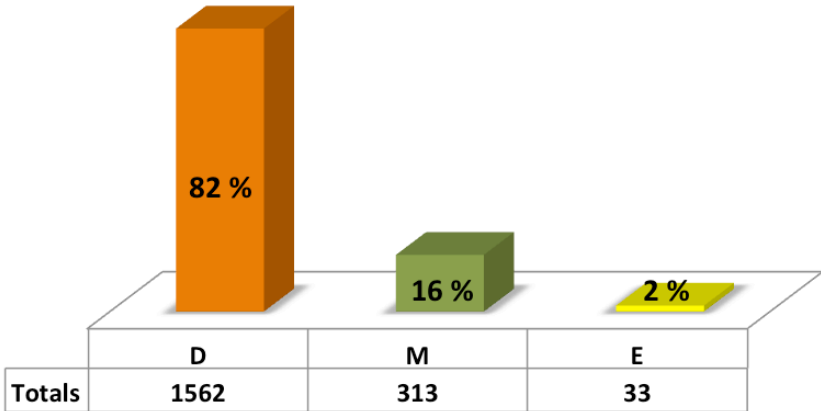
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	D	M	E
Totals	183	70	9

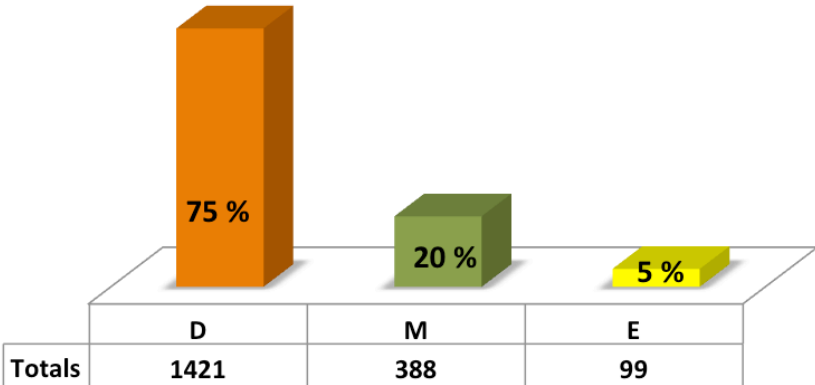
Reading OAKS Performance of Active ELLs (1908)

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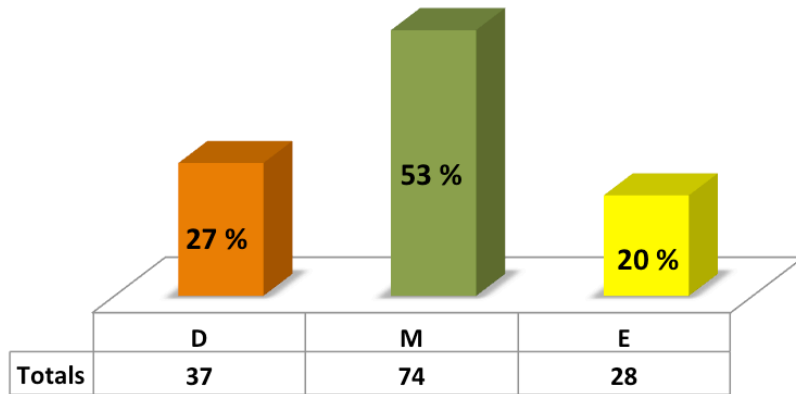
Math OAKS Performance of Active ELLs (1908)

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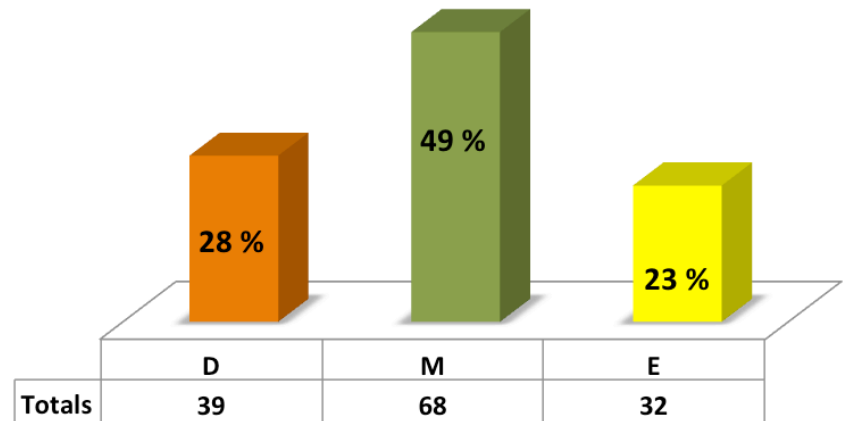
Reading OAKS Performance of Indian Ed. (139)

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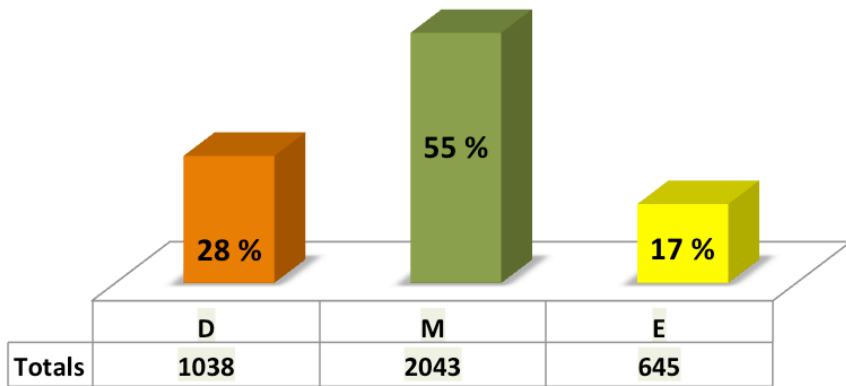
Math OAKS Performance of Indian Ed. (139)

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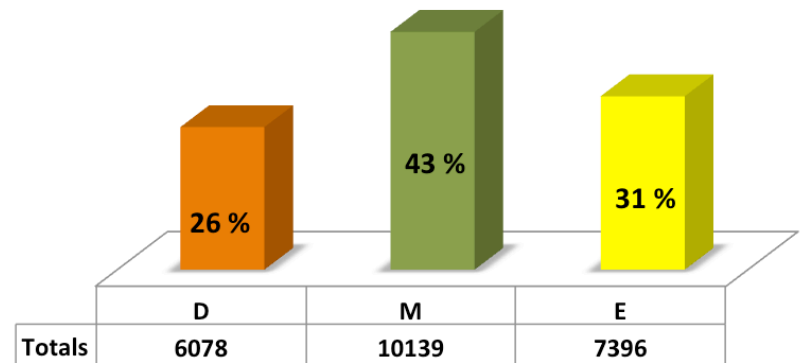
Reading OAKS Performance of Exited Kids (3726)

■ D ■ M ■ E



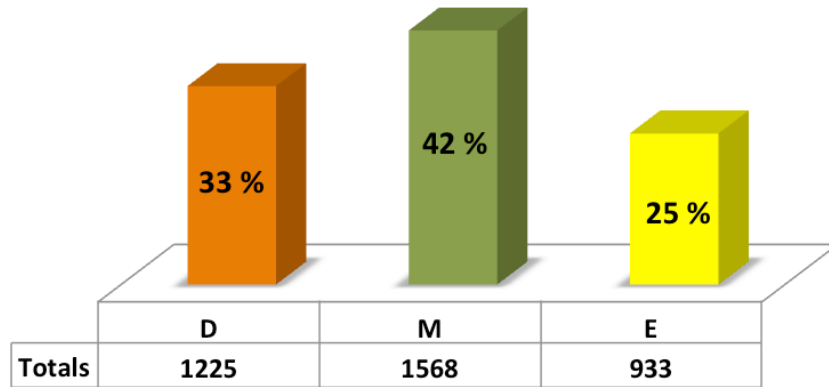
Reading OAKS Performance of Non-Exited Kids (23,613)

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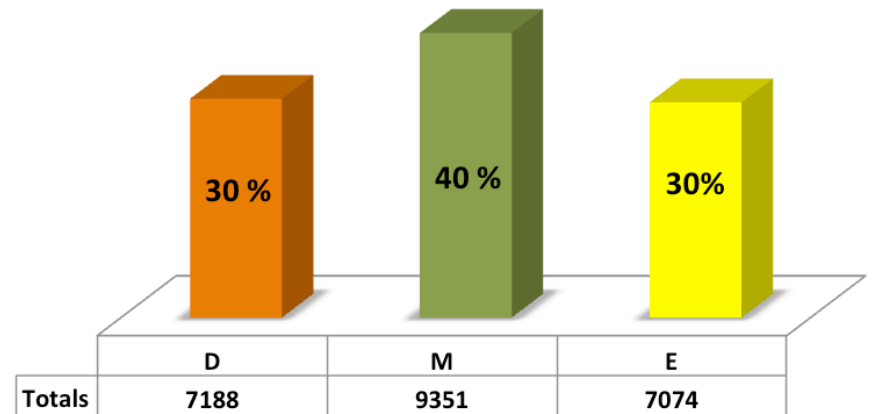
Math OAKS Performance of Exited Kids (3,726)

■ D ■ M ■ E



Math OAKS Performance of Non-Exited Kids (23,613)

■ D ■ M ■ E





Required
Monitoring Process

Monitoring Purpose

0 Compliance

0 Individualize academic assessment

0 Awareness

Compliance

Title III:

1. Repot Exited Students in the Individual Student Enrollment System (ISES) Synergy.
2. Monitor Former Limited English Proficiency (FLEP) students for two years after the year the student was reclassified on the evaluation of:
 - a. academic achievement in:
 - reading, math, and science,
 - results from state assessments
 - data from local (district, school or classroom) assessments, classroom grades and other evidence of students' English language proficiency.
3. Maintain the required documentation , outline in ESEA bulleting 07.02, and additional annual evidence of English language proficiency for each FLEOP student throughout the two year monitoring period. Evidence should include demonstrations of proficiency without the use of adapted or modifies English material of ELL accommodations and standardized ,measures such as:
 - Meeting Standards (in multiple content areas)
 - Writing samples or performance assessments scored with formal standardized rubrics
 - State assessments at applicable grade level, and
 - Academic records such as semester or end of course grades.
4. Maintain a file on the number of students in FLEP status; the number of FLEP student at or above proficient on the state assessments, and the number of Flaps student who are not proficient—for purposes of monitoring, evaluation, and possible intervention.

Compliance Continue...

Title I-C Comprehensive Needs Assessment

Identified Priority for Service Students (PFS)

1. School Readiness
2. Reading achievement
3. Mathematics achievement
4. Graduation
5. Attendance

Identified most critical needs of Migrant students

1. Education Continuity
2. Instructional Time
3. School engagement
4. English Language Development
5. Educational Support in the home
6. Health
7. Access to Services



Compliance Continue.

Title VII

There are no requirements for monitoring the academic achievement of Native American students.



A glance at BSD monitoring forms

Elementary

Beaverton SD – 2013-14 School Year Elementary Monitoring - Needs Assessment Form

Section 1: Completed by the Welcome Center, data is downloaded from Synergy.

Synergy ID:	OMSIS ID:	Student Name:	
Grade:	School Name:	Teacher/Counselor:	
ELL Monitoring Status:	Migrant Status:	Native American Program Status:	
SPED Status:	TAG Status:	Date Report Ran (information valid up to the date report is run):	
2013/14 Admission Date:			

Section 2: Completed by the Welcome Center, data is downloaded from Synergy. This information will assist schools in determining if individual monitoring is necessary for this student. If no current year OAKS test then note test date for last known OAKS score.

2012-13	Test Date	Test Level	Total days absent:
OAKS Science			Grades – Elementary: Number of Developing in: Math - _____ Reading - _____ Writing - _____
OAKS Reading			
OAKS Writing			
OAKS Math			
DRS			
ELPA			

Section 3: Based on the information above, complete the following sections:
Print Names and positions of people involved in the monitoring process: Teacher _____
Counselor _____ Administrator _____
Other _____ Monitor _____

ELL Monitoring Students Only: After reviewing the student's file and collecting the monitoring data, we have determined limited English language proficiency is an obstacle to the student's success:
 Yes No

Interventions and Referrals – Please indicate the services that are/will be provided to support the student's success and indicate who will provide these services. (If several options, circle correct one)

Title I Support	Provider _____
Math, RD, WR, SS, SC Support	Provider _____
Tutoring/Homework Club/After School Program	Provider _____
Mentoring Support	Provider _____
Attendance/Dropout Prevention/Interrupted Ed./High Mobility Concern	Provider _____
Credit Recovery	Provider _____
Referral to _____ for _____	Provider _____
Reassessment for ESL Eligibility (if applicable)	Provider _____
Small group/Individual Instruction/Reading Intervention	Provider _____
Other (please specify) _____	Provider _____

No Intervention needed at this time because: _____

WELCOME CENTER USE Only:
 No Intervention needed because the student does not have academic issues at this time.

This Section for Migrant Students Only: The student is in need of the following assistance:
 No Assistance Needed at this time Glasses Dental Clothing Medical
 Other Primary Essentials: _____

Signature Required for all Forms

(Administrator Name Printed) _____ (Administrator Signature) _____ (Date) _____
(Monitor/Counselor Name Printed) _____ (Monitor/Counselor Signature) _____ (Date) _____

Secondary

Beaverton SD – 2013-14 School Year Secondary Monitoring - Needs Assessment Form

Section 1: Completed by the Welcome Center, data is downloaded from Synergy.

Synergy ID:	OMSIS ID:	Student Name:	
Grade:	School Name:	Teacher/Counselor:	
ELL Monitoring Status:	Migrant Status:	Native American Program Status:	
SPED Status:	TAG Status:	Date Report Ran (information valid up to the date report is run):	
2013/14 Admission Date:		Diploma Type	

Section 2: Completed by the Welcome Center, data is downloaded from Synergy. This information will assist schools in determining if individual monitoring is necessary for this student. **If no current year OAKS test then note test date for last known OAKS score.

20113-14**	Test Date	Test Level	Total credits:
OAKS Science			Credits Remaining: _____
OAKS Reading			
OAKS Writing			
OAKS Math			
Other			
			Total days absent: _____
			Grades – (Number of D's, F's Secondary Schools): D: F: I: _____

Section 3: Based on the information above, complete the following sections:
Print Names and positions of people involved in the monitoring process: Teacher _____
Counselor _____ Administrator _____
Other _____ Monitor _____

ELL Monitoring Students Only: After reviewing the student's file and collecting the monitoring data, we have determined limited English language proficiency is an obstacle to the student's success:
 Yes No

Interventions and Referrals – Please indicate the services that are/will be provided to support the student's success and indicate who will provide these services. (If several options, circle correct one)

Title I Support	Provider _____
Math, RD, WR, SS, SC Support	Provider _____
Tutoring/Homework Club/After School Program	Provider _____
Mentoring Support	Provider _____
Attendance/Dropout Prevention/Interrupted Ed./High Mobility Concern	Provider _____
Credit Recovery	Provider _____
Referral to _____ for _____	Provider _____
Reassessment for ESL Eligibility (if applicable)	Provider _____
Small group/Individual Instruction/Reading Intervention	Provider _____
Other (please specify) _____	Provider _____


No Intervention needed at this time because: _____

WELCOME CENTER USE Only:
 No Intervention needed because the student does not have academic issues at this time.

Migrant Students Only: The student is in need of the following assistance:
 No Assistance Needed at this time Glasses Dental Clothing Medical
 Other Primary Essentials: _____

Signature Required for all Forms

(Administrator Name Printed) _____ (Administrator Signature) _____ (Date) _____
(Monitor/Counselor Name Printed) _____ (Monitor/Counselor Signature) _____ (Date) _____

 **Section 1:** Completed by the Welcome Center, data is downloaded from Synergy

Synergy ID:	OMSIS ID:	Student Name:
Grade:	School Name:	Teacher/Counselor:
ELL Monitoring Status:	Migrant Status:	Native American Program Status:
SPED Status:	TAG Status:	Date Report Ran (information valid up to the date report is ran):
2013/14 Admission Date:	Diploma Type	

Section 2: Completed by the Welcome Center, data is downloaded from Synergy. This information will update weekly.

Section 1

Individualize information

- ❖ Who are the students.
 - ❖ What we know
- ❖ what additional services are we providing

Compliance

Title III:

1. Repot Exited Students in the Individual Student Enrollment System (ISES) Synergy.

Title I-C Comprehensive Needs Assessment

Identified Priority for Service students (PFS)

Identified most critical needs of Migrant students

Title VII

It benefits students academic progress by offering early interventions – It is best practice

Section 2: Completed by the Welcome Center, data is downloaded from Synergy. This information will assist schools in determining if individual monitoring is necessary for this student. If no current year **OAKS** test then note test date or last know OAKS score.

2012-13	Test Date	Test Level
OAKS Science		
OAKS Reading		
OAKS Writing		
OAKS Math		
DRA		
ELPA		

Total days absent:

Grades – Elementary: Number of Developing in:

Math -

Reading -

Writing -

Section 2 Elementary

focus is on:

- ❖ state assessments
- ❖ number of missing developing areas
 - ❖ Absenteeism

Section 2: Completed by the Welcome Center, data is downloaded from Synergy. This information will assist schools in determining if individual monitoring is necessary for this student. **If no current year **OAKS** test then note test date for last know OAKS score.

20113-14**	Test Date	Test Level
OAKS Science		
OAKS Reading		
OAKS Writing		
OAKS Math		
Other		

Total credits:

Credits Remaining:

Total days absent:

Grades – (Number of D's, F's Secondary Schools): D: F: I:

Section 2: Based on the information above, complete the following sections:

Section 2 Secondary

Focuses on:

- ❖ State Assessments
- ❖ Total number of Credits
- ❖ Credits Remaining
 - ❖ Attendance
 - ❖ Grades

Compliance

Title III

2. Monitor FLEP students for two years after the year the student was reclassified on the evaluation of:
 - a. academic achievement in:
 - reading, math, and science,
 - results from state assessments
 - data from local (district, school or classroom) assessments, classroom grades and other evidence of students' English language proficiency.

Title I-C Comprehensive Needs Assessment

Identify Priority for Service students (PFS)

1. School Readiness
2. Reading achievement
3. Mathematics achievement
4. Graduation
5. Attendance



Title VII

It benefits students academic progress by offering early interventions – It is best practice

Section 3

Interventions

Section 3: Based on the information above, complete the following sections:

Print Names and positions of people involved in the monitoring process: **Teacher** _____
Counselor _____ **Administrator** _____
Other _____ **Monitor** _____

ELL Monitoring Students Only: After reviewing the student's file and collecting the monitoring data, we have determined limited English language proficiency is an obstacle to the student's success:

Yes No

Interventions and Referrals – Please indicate the services that are/will be provided to support the student's success and indicate who will provide these services. (If several options, circle correct one)

Title I Support	Provider _____
Math, RD, WR, SS, SC Support	Provider _____
Tutoring/Homework Club/After School Program	Provider _____
Mentoring Support	Provider _____
Attendance/Dropout Prevention/Interrupted Ed./High Mobility Concern	Provider _____
Credit Recovery	Provider _____
Referral to _____ for _____	Provider _____
Reassessment for ESL Eligibility (if applicable)	Provider _____
Small group/Individual Instruction/Reading Intervention	Provider _____
Other (please specify) _____	Provider _____

No Intervention needed at this time because:

Compliance

Title III

- data from local (district, school or classroom) assessments, classroom grades and other evidence of students' English language proficiency.

Title I-C

Identified most critical needs of Migrant students

1. Education Continuity
2. Instructional Time
3. School engagement
4. English Language Development

Title VII

Identify early interventions



Final section

ADMINISTRATOR USE ONLY:

needed because the student does not have academic issues at this time.

Migrant Students Only: The student is in need of the following assistance:

Needed at this time Glasses Dental Clothing
essentials: _____

Required for all Forms

(Printed) _____ (Administrator Signature) _____ (Date)

Name Printed) _____ (~~Monitor~~ **Counselor** Signature) _____ (Date)

Assessment Form: Original – CUM file: (Copy – Welcome Center)

Compliance

Title III

3. Maintain the required documentation , outline in ESEA bulleting 07.02, and additional annual evidence of English language proficiency for each FLEOP student throughout the two year monitoring period. Evidence should include demonstrations of proficiency without the use of adapted or modifies English material of ELL accommodations and standardized ,measures such as:
 - Meeting Standards (in multiple content areas)
 - Writing samples or performance assessments scored with formal standardized rubrics
 - State assessments at applicable grade level, and
 - Academic records such as semester or end of course grades.
4. Maintain a file on the number of students in FLEP status; the number of FLEP student at or above proficient on the state assessments, and the number of Flaps student who are not proficient—for purposes of monitoring, evaluation, and possible intervention.

Title I-C

Identified most critical needs of Migrant students

5. Educational Support in the home
6. Health
7. Access to Services



Implementation at School level



Information send to Schools;

- ❖ Monitoring lists: FLEP, Migrant, Native Americans.
This is distributed each month to schools.
- ❖ Guidance and procedures of the monitoring process

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Tack ju faleminderit

Asante 谢谢 Tak mulțumesc

kiitos Gracias

Salamat! Terima kasih Aliquam

Merci Dankie Obrigado

ありがとう köszönöm grazie

Aliquam Go raibh maith agat
děkuji Thank you