



# ARIZONA DEPARTMENT OF EDUCATION

## Guidance: Two-Year Monitoring of Fluent English Speakers (FEP)

The purpose of this document is to provide Local Education Agencies (LEAs), with guidance for the required monitoring of Fluent English Proficient (FEP) students.

### Context:

#### The Why

- According to State and Federal Guidance:
  - After students have reclassified, whether a English Learner (EL) receiving services or Parent Withdrawn (PW), LEAs must monitor academic progress for two years

#### The Who

- Reclassified Fluent English Proficient (RFEP) are no longer classified as EL students but must be monitored for two years
- Students with a Home Language Survey that initiates an AZELLA placement test that receives a score of Proficient are not classified as ELs but are considered Initial Fluent English Proficient (IFEP). These students do not require two-year monitoring

#### The What

- LEAs may use the Two-Year Monitoring form available on the OELAS EL Forms webpage
  - Use statewide assessment scores to determine progress unless no score is available. Performing satisfactorily will be measure by whether a student meets or exceeds the state standards in reading, writing, and mathematics on the statewide assessment
- If a statewide assessment score is not available, the LEA shall use any of the following, but not limited to one:
  - LEA-developed criterion-referenced tests that align to state standards
  - Standardized tests
  - Nationally norm-reference test scores
  - Teacher recommendations based on classroom assessments aligned to state standards
  - Teacher comments based on observations

### Compliance Considerations:

- Documentation of student data begins the school year **after** the year the student is designated as RFEP
- Must be completed by the end of the first and second school years following the reclassification year
- Form must be signed and dated by the monitor
- Include data that demonstrates academic performance
- Please see the U.S. Department of Ed [English Learner Tool Kit](#) for more information regarding monitoring (Chapter 7 for PW students and Chapter 8 for exiting ELs)



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## Recommended Considerations:

- Ensure the person/people completing the form have the greatest access to student data and performance records, such as:
  - Teacher of record or homeroom teacher
  - Site data specialist
  - EL coordinator (site or district level)
  - Guidance counselor (secondary grades)
- Progress monitoring should be on-going throughout the school year
- Include a variety of formative and classroom assessments in addition to summative assessments and/or observations.

## Implications

- If an RFEP student's monitoring data indicates that the student is not making satisfactory academic progress, he/she is eligible for Compensatory Instruction
- LEAs providing Compensatory Instruction to an FEP must complete a Written Individualized Compensatory Plan (WICP).
- The WICP must be completed and kept in the student's file with other EL documentation and forms.
- If an RFEP is not progressing academically as expected and monitoring suggests a persistent language need, LEAs should follow the AZELLA Mainstream to EL referral process. This referral process identifies if a student warrants a reassessment of his/her English language proficiency to determine if additional language assistance services would be necessary.