



Illinois State Board of Education

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James T. Meeks
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

March 20, 2015

Dr. Carmen I. Ayala
Berwyn North School District 98
6633 16th Street
Berwyn, IL 60402-1320

Dear Superintendent Ayala:

On October 16-17, 2014 the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of Berwyn North School District 98's implementation of Article 14C of the Illinois School Code (105 ILCS 5/14C), Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228), Part 1, Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88), Title III of the No Child Left Behind Act of 2001 (20 USC 6801 et. seq.), and any other applicable laws.

DELL issued a compliance monitoring report on October 27, 2014, outlining findings that required corrective actions and received Berwyn North School District 98's response on December 15, 2014. DELL issued a report summarizing the results of our review of your Corrective Action Plan on January 9, 2015. Berwyn North School District 98's updated response and additional documentation received on March 6 & 19, 2015 satisfactorily addressed the findings identified in the compliance monitoring report.

We appreciate your work in responding to the concerns outlined in the report. We look forward to continuing to work with your District to ensure that all students who are ELs have access to quality programs, become proficient in English, and achieve academic success. If you have any questions, please do not hesitate to contact DELL at 312-814-3850 or dellmonitoring@isbe.net.

Sincerely,



Tina H. Paduck
Principal Consultant
Division of English Language Learning

cc: Francela Lopez, Program Director
David González Nieto, Division Administrator

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the District has implemented the Home Language Survey to identify students of non-English background and appropriately screened the students for program eligibility according to the state requirements.

Component Number	Legal Standard
1.1 - 1.4	<p>Home Language Survey 23 Ill. Adm. Code 228.15 (a) <i>Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: (1) Whether a language other than English is spoken in the student's home and, if so, which language; and (2) Whether the student speaks a language other than English and, if so, which language. (b) The home language survey shall be administered in English and, if feasible, in the student's home language. (c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian. (d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Findings: Based on a review of student files, the following is noted:</p> <ul style="list-style-type: none"> • A Home Language Survey (HLS) is not consistently administered to each student in preschool, kindergarten or any of grades 1 through 12, who is entering the District's schools for the first time. The HLS is not administered in all the English learners' home languages, when feasible. The Spanish translation is not consistently administered. • The HLS is embedded in the district-wide enrollment form and does not provide spaces for the date and the signature of the student's parent or legal guardian. 	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services created a separate Home Language Survey (HLS) including the languages of Arabic, Spanish and Tagalog (most frequent languages in the district). Removed HLS questions from the enrollment form. • Director of ELL Services will meet with the school secretaries (1/13/15) and ELL staff (12/12/14) that screen new, Pre-K to 8th grade, students to show them new HLS and revisit the registration process. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p> <ul style="list-style-type: none"> • See Appendix 1 for Home Language Survey 	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • HLS will be included in the registration packet with other enrollment forms. Director of ELL Services will be in constant communication with administrators, secretaries and ELL screening staff to make sure HLS is completed and in students cumulative folder 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p> <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted </p>	

Component Number	Legal Standard
1.5	<p>Prescribed Screening Procedures for Preschool 23 Ill. Adm. Code 228.10 "Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency, (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures, provided that they are research-based. Further, screening procedures shall at least: Be age and developmentally appropriate; Be culturally and linguistically appropriate for the children being screened; Include one or more observations using culturally and linguistically appropriate tools; Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions); Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.</p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: The preschool screening is not consistently administered within 30 days as set forth in 23 Ill. Adm. Code 228.10, as evidenced by a review of student files.</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • The ELL Screening Staff immediately began searching through cumulative folders and screening the English language proficiency of EC/Pre-K students identified through the HLS as having a language background other than English that were not screened. • Director of ELL Services will meet with Special Education Director and Specialists (overlooks the EC/Pre-K program for the district) on 12/18/14 discuss a more cohesive plan for screening students eligible for EC/Pre-K during EC/Pre-K screenings. • Director of ELL Services will meet with the school secretaries (1/13/15) and ELL staff (12/12/14) that screen new students to go review the screening process. • EC/Pre-K cumulative folders were searched and reviewed by the ELL Screening staff. • HLS was checked- if a second language was indicated and screening had not been attempted, then screening was completed. Appropriate screening documentation was placed in ELL envelope in cumulative folder. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • Continue reinforcement of procedures with administrators, secretaries and staff. • ELL Screening Staff will check students cum folders at the beginning of the school year and throughout the school year. • Building secretaries will maintain constant communication with ELL Screening Staff of any new students to the district. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

Component Number	Legal Standard
1.6	<p>Screening for Program Eligibility for Grades preK to 12 23 Ill. Adm. Code 228.15 (e) <i>The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level (i.e., kindergarten or any of grades 1 through 12) as set forth in Section 228.10, or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.</i></p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Findings: Based on a review of student files, the District does not consistently screen students for English language proficiency within 30 days after the student's enrollment in the District.</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • The ELL Screening Staff immediately began searching through cumulative folders and screening the English language proficiency of all students identified through the HLS as having a language background other than English that were not screened. • Director of ELL Services will meet with the school secretaries (1/13/15) and ELL staff (12/12/14) that screen new students to review the screening process. • Director of ELL Services met with the SIS District secretary (11/20/14) to come up with a plan to upload new students to the State to be able to view English language proficiency assessments from their previous district and not wait lengthy times to receive student records. • Appropriate screening documentation was placed in ELL envelope in cumulative folder. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • Continue reinforcement of procedures with administrators, secretaries and staff. • ELL Screening Staff will check students cum folders at the beginning of the school year and throughout the school year. • Building secretaries will maintain constant communication with ELL Screening Staff of any new students to the district to screen. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the District has annually assessed the English language proficiency of the English learners, provided adequate language acquisition services, and monitored the progress of students who met the exit criteria.

Component Number	Legal Standard
2.1	<p>Annual English Language Proficiency Assessment 23 Ill. Adm. Code 228.25 (b)(1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all children of all English learners in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section. (3) Each student who is not enrolled in a program under this Part but who has been identified as an English learner shall be required to participate in the assessment each year until he or she achieves a "proficient" score.</p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Finding: The District did not assess 1 EL out of 816 for English language proficiency, as evidenced by a review of SIS records.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE – December 15, 2014 (To be completed by District Staff)</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) December 15, 2014 –</p> <ul style="list-style-type: none"> • Director of ELL Services, during the month of November, thoroughly went through the new local SIS to find the student that was not assessed. • Director of ELL Services will meet with the school secretaries (1/13/15) and ELL staff (12/12/14) that screen new students to review the screening process. • Director of ELL Services will meet with Special Education Director and Specialists on 12/18/14 discuss a more cohesive plan to make sure all students and Out-School students are assessed. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • ELL Department, under the supervision of the Director of ELL Services, will be collecting and inputting accurate ELL data in the new SIS throughout the school year, especially at the beginning of each school year and at the end. • Director of ELL Services will continuously communicate and collaborate with the district's SIS Department to maintain accurate data and regularly check local SIS data with ISBE's data. 	

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Please explain why the students were not tested in 2014 and outline how the district will specifically address this subset of ELs.

Please formalize procedures/protocol in writing and submit evidence that the appropriate personnel were trained in said new procedures. The procedures must include initial count of ELs for ACCESS test ordering, district's plan for new ELs who enroll between ordering and administering the ACCESS test, and district efforts to administer the ACCESS to all ELs during testing window.

Required Elements of Corrective Action and Progress Report:

Please submit the following evidence:
New annual testing procedures/protocol
Evidence of training of relevant personnel

Progress Report Due Date:

March 6, 2015

**DISTRICT'S SECOND RESPONSE – March 6, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

After EL students are screened and appropriately placed in the program, EL Teachers are required to maintain an updated caseload (template shared by EL Director on Google docs). Each center has an EL data entry staff member that inputs required information on district's student information system (SIS). EL teachers then have an informational meeting about tier selection (10/6/14). They then update their caseload with selection of tiers. EL director then cross references ISBE, local SIS, and teacher caseload to order ACCESS.

District also holds an annual training for teachers to get certified to administer ACCESS (12/14/14). Training includes and it's not limited to: District screening process, process for ordering (before and during testing windows through EL director), administering, and packing ACCESS materials, record keeping, and WIDA.

https://docs.google.com/document/d/1aSCXGLX9TL0gCX_p83f63KPw0vrjDvD6RLQxszvlTa8/edit?usp=sharing

<https://docs.google.com/a/nb98.org/presentation/d/1kBPmmsk0-z3Sbedq2z2g3afo1Gyxc3IkVdCt1FITKnA/edit?usp=sharing>

EL Director has meetings (9/19/14, 11/20/14 12/12/14) with building administration and designated key person in each building for ordering, scheduling, administration and handling of ACCESS materials.

https://docs.google.com/a/nb98.org/document/d/1jttoO_gb40fny8so5JJ3AcvqwA8XRvWd7eq6Czwil-8/edit?usp=sharing

https://docs.google.com/presentation/d/1a-KVNqgm40swlhTgeKYkiCj4ZFdoW_wLLqZH3FaTXkTU/edit?usp=sharing

Procedures to staff are also communicated through email and shared documents.

Additional Evidence of Completion of the Corrective Action (if applicable)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – March 20, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
2.2	<p>Individualized Educational Plan (IEP) Teams for EL students 23 Ill. Adm. Code 226.210 (e) <i>The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child's language or cultural factors as they relate to the child's instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of IEP files, including the IEP sign-in sheet, there is inconsistent evidence of a bilingual specialist participation in the IEP process as required by both state and federal legislation.</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services met with the SPED Director and SPED Instructional Specialists on 11/6/14 to discuss the instituted policy (since March 2011) that requires an ELL specialist to participate and sign-in at IEP meetings. • SPED Instructional Specialists communicated (11/11/14) with psychologists, speech and language pathologists, and district resource consultants who create initial and reevaluation meeting invitations to the IEP teams to ensure that ELL students will have an ELL specialist or ELL teacher at meetings and are required to sign-in. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p> <ul style="list-style-type: none"> • Effective immediately, upon receiving the sign-in sheets to IEP meetings, the SPED Secretary will make a copy of sign-in sheet and put it in a file for Director of ELL Services to review and keep track. See Appendix 2 for Sign-In Sheet Sample 	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • The SPED and ELL Directors will continue to reinforce the evidence of an ELL specialist participation in the IEP process as required by both state and federal legislation through meetings, presentations, emails, and newsletters. • Accountability will be held by the Director of ELL services and SPED Director viewing the IEP sign-in sheets and making sure they are in students' files. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

COMPONENT 3: PROGRAM STRUCTURE

This component examines whether the District has established the TBE and/or TPI Program based on the student data and that the program structure/model is based on scientifically based research on teaching English learners.

Component Number	Legal Standard
3.3	<p>Part-time TBE Program Eligibility and Placement 23 Ill. Adm. Code 228.30 ©(3) <i>Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection ©(3) and only when the placement is instructionally beneficial for the student. (A) If an assessment of the student’s English language skills has been performed in accordance with the provisions of either Section 228.15© or Section 228.25(b) and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. (i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15© or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board’s website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board’s website accordingly. (ii) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures. B) If the student’s score either on the prescribed screening instrument required in Section 228.15© or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A), the student may be placed in a part-time program only if one of the following conditions is met and the placement is instructionally beneficial for the student. (i) Native Language Proficiency. A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.(ii) Academic Performance in Subjects Taught in English. Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.(iii) Academic Performance. Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student’s native language or via sheltered instruction in English. (iv) Students with Disabilities. Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student. (v) Limited Native Language Instruction. The use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available and cannot be developed may be limited to those components that exist in the language or to those components for which materials are available. Oral native language instruction or support should be provided based on the student’s needs. School districts shall maintain evidence of their attempts to secure written instructional materials, as applicable, and present that evidence to the State Board staff upon request. (C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student’s educational needs. Each student’s part-time program shall provide daily instruction in English and in the student’s home language as determined by the student’s needs.</i></p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of student files and interviews with staff, students are placed into part-time programs without a justification that meets the criteria established in Part 228.</p>	

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)

- ELL Department will review and continue to use full-time and part-time placement using HLS, Extended HLS, Pre-IPT, MODEL, WAPT or PRE-LAS and LAS (Spanish).
- District will continue to use Criteria for TBE placement (Submitted under Forms and Notices prior to compliance visit)
- If a student qualifies for Full-time, but is placed in Part-time, TBE Part-Time Rationale Form (Submitted under Forms and Notices prior to compliance visit) will be filled out and placed in student's ELL Envelope located in cumulative folder.
- Director of ELL Services will meet with Special Education Director and Specialists on 12/18/14 to reinforce the use of the District Criteria and TBE Part-Time Rationale Form.
- Director of ELL Services will meet with ELL Screening Staff on 12/18/14 to review District's Criteria for TBE placement and to reinforce the use of the TBE Part-Time Rationale Form

List of Attached Evidence of Completion of the Corrective Action (if applicable)

Description of Internal Procedures for continued implementation after the ISBE visit

- ELL staff and administrators will be reminded at department meetings/professional development days to use the Part-Time TBE Placement Rationale form when needed.
- Information will be presented to new teachers during "New Teacher Orientation" week.

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
3.5	<p>Full-time Program Components 23 Ill. Adm. Code 228.30 (c) Specific Requirements for Transitional Bilingual Education (TBE) Programs (1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code): (A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3); (B) Instruction in the language arts in the student's home language; (C) Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10; and (D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.</p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: Based on interviews, observations, and a review of student files, Middle School students who qualify for full time TBE services are not receiving native language instruction.</p>	
<p>DISTRICT'S FIRST RESPONSE – December 15, 2014 (To be completed by District Staff)</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • District 98 is continuing to add bilingual classrooms throughout the district. As attrition happens, vacant positions will be replaced with bilingual certified teachers to continue the full-time bilingual program through to the upper grades. • As of 2013-2014 school year, the district has added a bilingual program assistant to the middle school to assist students in native language instruction. • The implementation of a Dual Language Program is in the district's Five Year Plan. This is the first year of the plan. The district's goal is for ALL students to have the opportunity to be bilingual. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • The Superintendent will monitor the hiring of all staff by principals. Approval to hire will be granted to individuals who have the appropriate bilingual certification. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance or Non Acceptance: Additional clarification is necessary to fully address this finding.</p>	
<p>Required Elements of Corrective Action and Progress Report: Please submit the following evidence: A list of middle school ELs, including eligibility for part time or full time TBE services District's plans to meet these ELs' needs in the interim until a dual language program is at the middle school</p>	
<p>Progress Report Due Date: March 6, 2015</p>	

**DISTRICT'S SECOND RESPONSE – March 6 & 19, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

Lincoln Middle School PT/FT EL caseload list:

https://docs.google.com/a/nb98.org/spreadsheets/d/1ZvRZMfSPGFHo6A4VtvjvrhJHeahXSI_wnYzjRHj4D3Q/edit?usp=sharing

Position for a certified bilingual middle school teacher will be posted in the district's website after Board's approval in March.

EL Director and SPED Director attended the Job Fair for Educators @ Loyola (3/5/15) to recruit bilingual certified staff.

Additional Updates

District 98 is currently helping TBE students of Full-Time status at Lincoln Middle School by:

- Having a Spanish speaking ESL teacher assist and work close with the teachers and bilingual program assistant to plan for and assist the Full-Time students
- The district is currently working on staffing. A posting for a Bilingual Middle School endorsed teacher will be posted after Board approval on the March 26, 2015 Board meeting and hire a qualified teacher for the 2015-16 school year.
- Achieve 3000 has been purchased for the district and Full-Time TBE students will have access to it in Spanish and English.

Additional Evidence of Completion of the Corrective Action (if applicable)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 20, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 4: CURRICULUM AND INSTRUCTION

This component examines whether the District has implemented a curriculum that is standards-based and supported by appropriate instructional materials.

Component Number	Legal Standard
4.1	<p>Standards Aligned Curriculum 20 USC 6826 (d)(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children; (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.</p> <p>23 Ill. Adm. Code 228.30 (b)(4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d), shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on interviews and a review of files, even though instructional materials are aligned to the <i>English Language Development Standards (ELDS)</i>, the district-wide ESL curriculum is not aligned to ELDS.</p>	
<p>DISTRICT'S FIRST RESPONSE – December 15, 2014 (To be completed by District Staff)</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • District 98 began aligning it's curriculum to the Common Core Standards in the 2012-2013 school year. ELA and Math were the first subject areas to align. CCCSS, Spanish Language Arts, and ELDS were used. The Subject Area Committee (SAC) is composed of teachers representing all grade levels, SPED, and ELLs. • The Science Subject Area Committee began meeting this school year to align the curriculum to the Next Generation Science Standards and ELDS. Social Studies will begin next school year. • ESL is content based through Science and Social Studies, therefore, the curriculum and resources will be aligned using the ELDS. • If needed, the District will submit the published curriculum document for Science (2014-2015) and Social Studies (2014-2015). 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • Curriculum writing for the district is overlooked by the Curriculum Leadership Institute and the Assistant Superintendent of Curriculum and Instruction. • District level administrators and building principals and assistant principals are participants in SACs. • District level administrators, building principals and assistant principals participate in Instructional Rounds at all schools to monitor the implementation of the new curriculum. 	

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

The district did not submit enough evidence of a formal plan with details to develop a standards-aligned curriculum.

Required Elements of Corrective Action and Progress Report:

Please submit the following evidence:

Detailed plan, including dates, topics, and persons involved, of the creation of the aligned curriculum
Sample/draft lesson plans/curriculum map/scope and sequence

Progress Report Due Date:

March 6, 2015

**DISTRICT'S SECOND RESPONSE – March 6 & 19, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

- District 98 began aligning it's curriculum to the Common Core Standards in the 2012-2013 school year. ELA and Math were the first subject areas to align. CCCSS, Spanish Language Arts, and ELDS were used. The Subject Area Committee (SAC) is composed of administrators and teachers representing all grade levels, SPED, and ELLs.
- The Science Subject Area Committee began meeting this school year to align the curriculum to the Next Generation Science Standards and embed ELDS. Social Studies will begin next school year. Below is the link of the Long Range Plan for curriculum writing.

https://docs.google.com/presentation/d/1ev-QyN3DluqYy-6j8Tlq4_Lzl5kOm4Ts3mXqkfkYF7k/edit?usp=sharing

ESL is content based through Science and Social Studies, therefore, the curriculum and resources will be aligned using the ELDS. Curriculum document will be completed June 2015.

Additional Updates

District 98 is also aligning it's curriculum to the ELP standards by:

- The ELL Director is one of the core members creating the district curriculum.
- an overview of the ELP standards will be presented to the Subject Area Committees (SAC) to embed/align the ELP to District 98's curriculum by the ELL Director.
- The SACs will be given the ELP Standards to have as a reference.

Additional Evidence of Completion of the Corrective Action (if applicable)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – March 20, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
4.2	Instructional Materials (Title III recipients) 20 USC 6912 (a)(2)(B) Grants awarded under this section may be used for...(iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instructional materials (including materials provided through technology), and assessments that are all aligned with State and local standards.
Rating: Partially Implemented District Response Required: Yes	
Finding: The District does not provide sufficient native language instructional materials to meet the needs of English learners.	
Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) <ul style="list-style-type: none"> • As the district is aligning and writing new curriculum, instructional materials are being purchased in both English and Spanish. (Ex. ELA Resource: Wonders was also purchased in Spanish (Maravillas)) • The recommendation to the Board of Education will be given this Spring for the approval of the Mathematic resources chosen by Math SAC that will come in both English and Spanish. • Multicultural books as well as bilingual books (Spanish and Arabic) and bilingual dictionaries have been purchased for the schools' Media Centers and ELL classroom libraries. In 2012-2013 and 2013-14, over \$67, 190 was spent in supplemental native language instructional materials, including but not limited to, STAR in Spanish, Michael Haggerty's Phonemic Awareness in Spanish, BrainPop ESL and BrainPop Español, Rosetta Stone, etc. • Additional grant money has been set aside to order more language instructional materials Spring of 2015. • For the Summer School Program, in 2013-2014, Estrellita Phonics program was purchased. 	
List of Attached Evidence of Completion of the Corrective Action (if applicable) <ul style="list-style-type: none"> • See Appendix 3 for Samples of Purchase Orders 	
Description of Internal Procedures for continued implementation after the ISBE visit <ul style="list-style-type: none"> • Purchase of any native instructional materials must be approved by building principal and Director ELL Services • Assistant Superintendent of Curriculum and Instruction will continue to assist in the ordering, purchasing, and implementation of native language instructional materials. 	
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)	
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	

COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the District has established and implemented effective means of community engagement and that parents are fully informed of their rights.

Component Number	Legal Standard
7.1	<p>Notice of Enrollment; Content; Rights of Parents 105 ILCS 5/14C-4) (from Ch. 122, par. 14C-4) <i>No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program in transitional bilingual education during the middle of a school year, the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and contain all of the following information in simple, nontechnical language: (1) The reasons why the child has been placed in and needs the services of the program. (2) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement. (3) The method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction. (4) How the program will meet the educational strengths and needs of the child. (5) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation. (6) The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level. (7) How the program meets the objectives of the child's individual educational program (IEP), if applicable. (8) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available. (9) The right of the parents to have the child immediately removed from the program upon request. (10) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability. Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right to immediately withdraw his child from said program by providing written notice of such desire to the school authorities of the school in which his child is enrolled or to the school district in which his child resides. (Source: P.A. 92 -604, eff. 7-1 -02.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Findings: Based on a review of student files, the following is noted:</p> <ul style="list-style-type: none"> • The District does not consistently send written notice to the parents of English learners to inform them that their child was enrolled in a TBE/TPI program within the statutory timeframe. • The District does not send the written notice of enrollment to parents of English learners in English and in all the English learners' home languages. 	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services will meet with the ELL staff, that screen students, on 12/12/14 to review the screening process along with appropriate paperwork required and deadlines that need to be met within the statutory timeframe. • The Director of ELL services, within this school year, will continue to discuss and brainstorm with the District's SIS Department regarding enrolling students to ISBE before the October deadline. At the beginning of the school year, new students coming in from other districts do not get uploaded to ISBE until October, therefore, any previous ACCESS scores cannot be seen by until 	

<p>uploading happens. Attempting to reach new students' previous districts for records is not always successful. It may take a few attempts before a district sends records. At times, this delays the written notice to parents that surpasses the statutory timeframe.</p> <ul style="list-style-type: none"> • ELL Handbook will be updated through spring 2015 and sent to print for the fall 2015 to include notice of enrollment forms in English and other languages and procedures.
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p> <ul style="list-style-type: none"> • See Appendix 4 for enrollment notice to parents
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • ELL Screening Staff will continuously go through student files. • Director of ELL Services will make periodic file checks and reviewing process during department meetings.
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>
<p>Status of Corrective Action:</p> <p><input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>

Component Number	Legal Standard
7.2	<p>Progress Reports 23 Ill. Adm. Code 228.40 ©(1) <i>Maintenance of Records and Reporting Procedures (1) Report Cards – The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. (A) Progress reports shall indicate the student’s progress in the program and in the general program of instruction. (B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian. (C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student’s home language unless a student’s parents or legal guardian agrees in writing to waive this requirement. The parents’ waiver shall be kept on file in accordance with subsection (c)(3) of this Section.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Progress reports are written in English but not in all the English learners’ home languages and written agreements from ELs’ parents to waive this requirement are not obtained by the District, as evidenced by a review of student files.</p>	
<p>DISTRICT’S FIRST RESPONSE – December 15, 2014 (To be completed by District Staff)</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services met on 12/4/14 with SPED Secretary/Bookkeeper that is in contact with 1st Metropolitan Translations Services to discuss pricing and process for translation of documents, in other languages other than Spanish, when requested. • Director of ELL Services will meet with the school secretaries (1/13/15) and ELL staff (12/12/14) that screen new students to share and implement the written agreement from ELLs’ parents to waive progress in native language. • Home Community Liaison will meet on 12/15/14 to brainstorm ideas to better service Arabic speaking 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p> <ul style="list-style-type: none"> • See Appendix 5 Progress Reports Native Language Waiver 	
<p>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance or Non Acceptance: The district did not submit enough evidence to fully address this finding.</p>	
<p>Required Elements of Corrective Action and Progress Report: Please submit the following evidence: List of District’s ELs’ home languages other than Spanish for 2014-2015 School Year District’s detailed plan about how to obtain translations of progress reports in these languages, when necessary A formalized plan of how the District will periodically assess the languages needed and steps to obtain</p>	

the necessary translations

Progress Report Due Date:

March 6, 2015

**DISTRICT'S SECOND RESPONSE – March 6, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

District's EL's Home Languages

<https://docs.google.com/a/nb98.org/document/d/1Tc2-KGOGy0xCJDulAc-uJs0U0oyD1BbQ718cCxI4guw/edit?usp=sharing>

District's process and plan of assessing the language needs and steps to obtain necessary translations including report card.

https://docs.google.com/a/nb98.org/document/d/14Ehf-R5jtQcK84zm2EJ0cQGUfqTQvvSCSEvZB_LCDQg/edit?usp=sharing

List of families contacted and comments

https://docs.google.com/a/nb98.org/spreadsheets/d/1eJ_s3npLcO4M3Xf8M_ZVTUxPyMJCNYd6vTFHcebqmgM/edit?usp=sharing

Samples of Report Card Waivers

<https://drive.google.com/a/nb98.org/file/d/0B94bbKluCGp7ZU5JVGVIanUwQm1sQWxNdnptY2p5cWVBdHRN/view?usp=sharing>

<https://drive.google.com/file/d/0B94bbKluCGp7X1RfTjFyWXI2TIV6aWNjZIBFNUFVTFR1SUhJ/view?usp=sharing>

Additional Evidence of Completion of the Corrective Action (if applicable)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – March 20, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted

Component Number	Legal Standard
7.4	<p>Notice and Consent for Continued Placement or Early Exit 105 ILCS 5/14C-3 ...A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, in the discretion of the school district and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than 3 years. ...No school district shall transfer a child of limited English-speaking ability out of the program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless he child has received a score on said examination which, in the determination of the State Board, reflects a level of English language skills appropriate to his or her grade level.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: Based on a review of student files, the District does not consistently obtain written consent from parents to enroll an EL in the TBE/TPI program for a period longer than three (3) years.</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Obtaining the written consent form from parents with students in the middle school was a challenge, therefore, as of the 2012-13 school year, the forms were mailed to parents and returned by the students. This has increased obtaining the consent forms at the middle school level. • When written consent forms are not returned, the ELL Staff contacts parents. A second form is sent when needed. • Director of ELL Services will meet with the ELL staff (that screens students) on 12/12/14 to review the screening process along with appropriate paperwork required, including the consistency of obtaining the consent form from parents of ELLs to continue the TBE/TPI program for a period longer than three (3) years and to create a check-off list. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p> <ul style="list-style-type: none"> • See Appendix 5 for forms 	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • ELL Screening Staff will continuously go through student files. • Director of ELL Services will make periodic file checks and reviewing process during department meetings. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

Component Number	Legal Standard
7.6	<p>Parental Participation (Title III Recipients Only) 20 USC 7012 (e) PARENTAL PARTICIPATION: (1) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can - (A) be involved in the education of their children; and (B) be active participants in assisting their children - (i) to learn English; (ii) to achieve at high levels in core academic subjects; and (iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. (2) RECEIPT OF RECOMMENDATIONS. - The outreach described in paragraph (1) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents described in such paragraph.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: The district has an effective outreach program for parents whose native language is Spanish. However, parents and families from other linguistic backgrounds are generally not included in this outreach effort, as evidenced by interviews and a review of files.</p>	
<p>DISTRICT'S FIRST RESPONSE – December 15, 2014 (To be completed by District Staff)</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services met on 12/4/14 with SPED Secretary/Bookkeeper that is in contact with 1st Metropolitan Translations Services to discuss pricing for interpretation of family events and translation of documents, in other languages other than Spanish, when requested. • Director of ELL Services and District Home Community Liaison will meet on 12/15/14 to brainstorm ideas to better service students and parents that speak another language other than Spanish (Arabic, Tagalog). 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable)</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • SPED Director will continue to contact translation services to provide and monitor interpreters during IEP meetings for needed languages. • Director of ELL Services and Home Community Liaison will continue the outreach effort to include families from other linguistic backgrounds other than Spanish. 	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015 (To be completed by the Division of English Language Learning at ISBE)</p>	
<p>Status of Corrective Action:</p> <p><input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance or Non Acceptance: The district did not submit enough evidence to fully address this finding.</p>	
<p>Required Elements of Corrective Action and Progress Report: Please submit the following evidence: Please submit a district-wide/school-based, yearlong plan of parent involvement/engagement activities. Included in this plan, please include steps to translate flyers, other methods of outreach in addition to sending home a flyer, and a timeline of how much in advance will the District advertise these events to</p>	

the EL parents. Please also submit samples of English flyers, along with the translations, for three upcoming events.

Progress Report Due Date:

March 6, 2015

**DISTRICT'S SECOND RESPONSE – March 6, 2015
(To be completed by District Staff)**

Updates to the Description of Corrective Action

Yearlong plan and timeline:

https://docs.google.com/document/d/16g6PtKY9Y95p1PUd1B4HU_7OaQckLtZ1uEoZTdILfhw/edit?usp=sharing

District's process and plan of assessing the language needs and steps to obtain necessary translations.

https://docs.google.com/a/nb98.org/document/d/14Ehf-R5jtQcK84zm2EJ0cQGUfqTQvvSCSEvZB_LCDQg/edit?usp=sharing

Sample flyers:

Community Conversations

<https://drive.google.com/file/d/0B94bbKluCGp7T19FbjB3X0xNYWRZOEYtVmVqVWRpel90QIN/v/view?usp=sharing>

Opening Doors/Abriendo Puertas

<https://drive.google.com/file/d/0B94bbKluCGp7R1lxczVleDBHZGM/view?usp=sharing>

Parent University

<https://docs.google.com/a/nb98.org/document/d/1RvLkyb3DrR.Jqc4PJgmDk0ZKQU683dOI7z6xeH1pkLNc/edit?usp=sharing>

Additional Evidence of Completion of the Corrective Action (if applicable)

Updates to the Internal Procedures for continued implementation after the ISBE visit (if applicable)

**ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – March 20, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted

COMPONENT 8: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the District has met the accountability measures and maintained accurate student records and reporting procedures.

Component Number	Legal Standard
8.4	<p>Maintenance of Records 23 Ill. Adm. Code 228.15 (d) <i>The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p> <p>Ill. Adm. Code 228.40 (c)(3) <i>Records - School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Findings: Based on a review of student files, the District does not maintain the records of each student enrolled in a TBE/TPI program in the manner prescribed by 23 Ill. Adm. Code 228.15(d) and 228.40 (c)(3). The following items are not consistently present:</p> <ul style="list-style-type: none"> • A completed HLS; • Program entry/exit information, including initial notification letters, parental consent for continuation beyond three years of services; • Dates of the initial English language proficiency screener and scores; • Scores of annual English language proficiency assessments; • Documentation of conferences and written communication to parents of ELs; • The rationale for a student's placement in a part-time TBE program; and • Parents' report card waiver. 	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion)</p> <ul style="list-style-type: none"> • Director of ELL Services will meet with the ELL staff (that screen students) on 12/12/14 to review the screening process along with appropriate paperwork required and deadlines that need to be met within the statutory timeframe. ELL Handbook will be updated through spring 2015 and sent to print for the fall 2015 to include notice of enrollment forms in English and other languages and procedures. • ELL Staff will immediately go through ELL student files and look in the ELL envelope (created in 2011-2012) for check off list. • Along with ELL Handbook, the ELL Envelope will be revised and sent to print in the Spring 2015. 	
<p>List of Attached Evidence of Completion of the Corrective Action (if applicable) See appendix 6 for sample of front of ELL Envelope that is used as a check-off list</p>	
<p>Description of Internal Procedures for continued implementation after the ISBE visit</p> <ul style="list-style-type: none"> • ELL Screening Staff will continuously go through student files. • Director of ELL Services will make periodic file checks and reviewing process during department meetings. 	

**ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 8, 2015
(To be completed by the Division of English Language Learning at ISBE)**

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted