



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

May 6, 2016

Mrs. Michelle Ramage, Superintendent
Rantoul City School District 137
400 E. Wabash Street
Rantoul, IL 61866

Dear Superintendent Ramage:

Thank you for the courtesy extended during the Division of English Language Learning On-Site Compliance Monitoring Program Review conducted with the district on Mar. 30- Apr. 1, 2016. The enclosed report includes an introduction to the review process, methodology, and findings with ratings determined by the monitoring team.

Where program areas are found to be either "Partially Implemented" or "Not Implemented", Rantoul City School District 137 must propose corrective actions to bring those areas into compliance with the respective statutes or regulations along with evidence of implementation. The corrective actions and required evidence are due to the Division of English Language Learning within forty-five (45) calendar days after the issuance of this report and are subject to the Division's review and approval.

Please note that the District must complete a Corrective Action Plan for each of the findings for which you received a "Partially Implemented" or "Not Implemented" rating. The rows and columns to be completed can be found in this report where you received a "Partially Implemented" or "Not Implemented" rating.

If you have any questions regarding this report or are in need of technical assistance related to the programmatic implementation of regulatory requirements, please do not hesitate to contact me at (312) 814-6422 or zzak@isbe.net.

Sincerely,

A black rectangular box redacting the signature of Zaneta Zak.

Zaneta Zak
Principal Consultant
Division of English Language Learning

cc: David González Nieto, Division Administrator

Introduction to the Monitoring Report

A two-member team from the Illinois State Board of Education Division of English Language Learning visited Rantoul City School District 137 on Mar. 30- Apr. 1, 2016 to evaluate the implementation of programs and services for English learners in accordance with Article 14C of the Illinois School Code (105 ILCS 5/14C); Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228); Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88); and the requirements under Title VI of the Civil Rights Act of 1964, the 2001 Reauthorization of the Elementary and Secondary Education Act, and any other federal and state applicable laws.

The team visited three elementary schools and one middle/junior high school in the district. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by the following data in relation to the on-site review:

Data Reviewed

The on-site compliance monitoring program review process is data-driven. The monitoring team collects and reviews samples of data corresponding to each of the nine program components outlined in this report. The review of data included but was not limited to the Self-Assessment Checklist, Student Information System, ACCESS testing data, and district program manual.

On-Site Interviews

Interviews were conducted with the program director, district administrators, bilingual/English as a Second Language teachers, and/or general education teachers. Interviews were also conducted with parents¹ serving on the parent advisory council and/or parents whose children are currently enrolled in the program.

Student Record Reviews

A sampling of student files was audited. Record reviews were conducted for students currently enrolled in the English language program, students identified as English learners with Individualized Education Plans, students exited from the program by proficiency as demonstrated by their ACCESS test scores, students whose parents refused programs and services, and students newly enrolled in the district. Records selected were representative of the students' language group, English proficiency, grade levels, and program models in the district.

Classrooms Visits and Other Facilities

Instructional classrooms and other school facilities used in the delivery of programs and services were visited to examine general levels of compliance with program requirements.

¹ Throughout this document, "parents" will be the terminology used. However, the term "parents" also encompasses "legal guardians" of the student.

Monitoring Report

The monitoring report includes findings that are based on sample data in the program areas reviewed organized under nine components. These components are:

- Component 1: Identification of Eligible Students**
- Component 2: Student Assessment and Language Acquisition Services**
- Component 3: Program Structure**
- Component 4: Curriculum and Instruction**
- Component 5: Access to Services**
- Component 6: Personnel Qualifications and Professional Development**
- Component 7: Rights of Parents and Community Engagement**
- Component 8: Program Evaluation, Student Records, and Data Management**
- Component 9: Participation of Private Schools**

The following guidelines have been developed to provide a set of indicators that constitute an implemented, partially implemented, and not implemented rating. To receive a particular rating, the district should have a majority of the indicators for that program component in place:

Implemented = present to a high degree/well developed

- Process is in place and meets all aspects of the legal requirement
- Practice is consistently implemented by staff across the district
- Key stakeholders are well informed

Partially Implemented = present to moderate degree/progressing

- Process is in various stages of implementation and does not meet all aspects of the legal requirement
- Practice is inconsistently implemented by staff across the district
- Key stakeholders are somewhat informed

Not Implemented = present minimally/in early stages

- Process to meet all aspects of the legal requirement is primarily in development and yet to be applied
- Practice has not been identified by the district
- Key stakeholders are inadequately informed

Not Applicable = the requirement does not apply to the school district

**Illinois State Board of Education
Division of English Language Learning
Monitoring Review – Corrective Action Plan**

Where program areas are found to be either “Partially Implemented” or “Not Implemented” by the Division of English Language Learning (DELL) during the On-Site Compliance Monitoring Program Review, the district must propose corrective actions to bring those areas into compliance with the respective statutes or regulations along with evidence of implementation. The corrective actions and required evidence are due to ISBE DELL within forty-five (45) calendar days after the issuance of the monitoring report and are subject to the Division's review and acceptance.

All corrective actions must be implemented in a timely manner. All noncompliance on the district's part must be fully corrected no later than one year from the issuance of the monitoring report.

It is essential that in addition to writing a description of the steps the district will take in the corrective action plan, relevant evidence of implementation must also be submitted. Depending on the corrective action component/circumstances, different evidence may be required; DELL reserves the right to request specific and/or additional documentation.

The following are some examples of types of evidence that may be submitted in order to meet the implementation requirements of the corrective action plan components:

- Samples and/or templates of updated/translated forms
- Completed copies of forms and notifications
- Agendas, sign-in sheets and minutes of meetings/consultations/training sessions
- Procedures, protocols, and/or memos developed, shared with relevant staff, and implemented
- Purchase orders and/or inventory lists
- Records management systems and procedures
- Monitoring and tracking rubrics and/or checklists
- Detailed timelines and/or action plans
- Copies of lesson plans, sample units, curriculum maps, and/or scope and sequence
- Rosters, schedules, placement criteria, and/or caseloads
- Flyers, announcements and postings related to opportunities and events
- Recruitment efforts and/or position descriptions
- Others

Executive Summary

Rantoul City School District 137 Mar. 30- Apr. 1, 2016

This document summarizes the results of the Monitoring Report below. Detailed legal descriptions for each component is included in the Monitoring Report. Districts either receive a Implemented (I), Partially Implemented (PI), Not Implemented (NI), or Not Applicable (NA) rating; PI and NI ratings require a district's response of corrective action.

| | | I | PI | NI | NA |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Component 1 – Identification of Eligible Students | | | | | |
| 1.1 | Home Language Survey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 | | | | | |
| 1.5 | Prescribed Screening Procedures for Preschool | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 | Screening for Program Eligibility for Grades preK to 12 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Component 2 – Student Assessment and Language Acquisition Services | | | | | |
| 2.1 | Annual English Language Proficiency Assessment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 | Individualized Educational Plan (IEP) Teams for ELs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 | Student Assessment for Program Exit | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 | Acquisition Services for Certain Students Exiting the Program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2.5 | Monitoring Performance after Exit | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Component 3 – Program Structure | | | | | |
| 3.1 | TBE Program Establishment (Preschool) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3.2 | TPI Program Establishment (Preschool) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 | TBE Program Establishment (K-12), Full-Time Program Components, & Part-Time Program Components | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 | Part-time TBE Program Eligibility and Placement | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 | TPI Program Establishment (K-12) & TPI Program Components | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Component 4 – Curriculum and Instruction | | | | | |
| 4.1 | Standards Aligned Curriculum | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 | Instructional Materials (Title III recipients) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 | Purchased Equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Component 5 – Access to Services | | | | | |
| 5.1 | Equal Opportunities for all Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.2 | Acquisition Language Support Services for Students Whose Parents Refused services through the TBE/TPI Program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 | Student-Teacher Ratio | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 | Grade-Level Placement/Multilevel Grouping | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 | Program Facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 5.6 | Course Credit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.7 | Extracurricular Activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.8 | Program Integration | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.9 | Summer School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Component 6 – Personnel Qualifications and Professional Development | | | | | |
| 6.1 | Teacher Qualification (Preschool); Highly Qualified Teachers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 | Teacher Qualification (K-12); Highly Qualified Teachers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 | Test Administrator Certification | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 | Paraprofessional | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 | Non-Certificated Personnel (K12) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6 | Program Director | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6.7 | In-Service Training for Staff/Adequate Training for Qualified Staff; District-Wide Professional Development for All Staff (Title III Recipients Only) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Component 7 – Rights of Parents and Community Engagement | | | | | |
| 7.1 | Notice of Enrollment; Content; Rights of Parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 | Progress Reports | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 | Withdrawal by Parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4 | Notice and Consent for Continued Placement or Early Exit | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5 | TBE Program Parent Advisory Committee (PAC) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6 | Parental Participation (Title III Recipients Only) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Component 8 – Program Evaluation, Student Records, and Data Management | | | | | |
| 8.1 | Using Data to Improve Programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 | District Improvement Plan (DIP) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 | Notification of Failure to Make Annual Measurable Achievement Objectives (AMAOs) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 | Maintenance of Records | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5 | Immigrant Student Count | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Component 9 – Participation of Private Schools | | | | | |
| 9.1 | Consultation with Private Schools | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2 | | | | | |
| 9.3 | Providing Services to ELs in Private Schools | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.4 | | | | | |

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the District implements the Home Language Survey to identify students of non-English background and appropriately screens 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: As evidenced by a review of student files and documentation obtained from the District, it has been found that:</p> <ul style="list-style-type: none"> • A Home Language Survey (HLS) is administered more than once to students in any of the grades PreK through 12, who are entering the District's schools for the first time; and, • The HLS is not administered in all the English learners' home languages, when feasible. | |
| <p>DISTRICT'S FIRST RESPONSE – INSERT DATE</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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |
| <p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE</p> | |
| <p>Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p> | |
| <p>Basis for Partial Acceptance or Non Acceptance:</p> | |
| <p>Required Elements of Corrective Action and Progress Reports:</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: Implemented</p> <p>District Response Required: No</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: As evidenced by a review of student files and student records, it has been found that:</p> <ul style="list-style-type: none"> • The District does not consistently screen students (K-12) for English language proficiency within 30 days after the student's enrollment in the District; and, • Students who score below the state defined minimum for English language proficiency on the prescribed assessment and are eligible for services are not consistently placed into a TBE/TPI program to receive language support services. | |
| <p align="center">DISTRICT'S FIRST RESPONSE – INSERT DATE</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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |
| <p align="center">ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE</p> | |
| <p>Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p> | |
| <p>Basis for Partial Acceptance or Non Acceptance:</p> | |
| <p>Required Elements of Corrective Action and Progress Reports:</p> | |

COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the District annually assesses the English language proficiency of the English learners, provides adequate language acquisition services, and monitors 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) <i>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.</i></p> |
| <p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p> | |
| <p>Finding: As evidenced by a Student Information Systems (SIS) data review, the District did not assess 13 students out of 264 students identified as EL with the ACCESS test during the FY15 school year.</p> | |
| <p>DISTRICT'S FIRST RESPONSE – INSERT DATE</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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |
| <p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE</p> | |
| <p>Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p> | |
| <p>Basis for Partial Acceptance or Non Acceptance:</p> | |
| <p>Required Elements of Corrective Action and Progress Reports:</p> | |

| Component Number | Legal Standard |
|--|---|
| 2.2 | 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> |
| Rating: Partially Implemented District Response Required: Yes | |
| Finding: As evidenced by a review of student records, it has been found that a qualified bilingual specialist or bilingual teacher does not consistently indicate their role on the IEP sign-in sheet and does not consistently participate on the Individual Education Plan (IEP) teams of English learners being evaluated for special education services in order to assist the other participants in understanding the student's language or cultural factors as they relate to the student's instructional needs. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

| Component Number | Legal Standard |
|--|--|
| 2.3 | <p>Student Assessment for Program Exit 23 Ill. Adm. Code 228.25 (2) <i>The State Superintendent shall determine and post on the State Board's website no later than September 1, 2010 the composite score and the literacy score that will be used to determine whether a student is identified as "proficient". Should the minimum scores 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. (A) Each student whose score on the English language proficiency assessment is identified as "proficient" shall exit the program of bilingual education services, subject to the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3]. B) Each student whose score is identified as "proficient" in accordance with subsection (b)(2)(A) of this Section shall no longer be identified as an English learner.</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|---|--|
| 2.4 | <p>Acquisition Services for Certain Students Exiting the Program 23 Ill. Adm. Code 228.27 <i>In accordance with Section 1703(f) of the Equal Educational Opportunities Act (EEOA), a school district must provide services that will enable English learners to "overcome barriers that impede equal participation by these students in the district's instructional programs" (see 20 USC 1703). Section 14C-3 of the School Code, however, authorizes school districts to discontinue services to students who have been enrolled and participated in the TBE or TPI program for three consecutive years. In instances where a school district chooses to discontinue TBE or TPI program services as permitted under Section 14C-3 of the School Code for those students who have not achieved English proficiency as determined by the process set forth in Section 228.25(b) of this Part, the district shall submit a plan to the State Superintendent that describes the actions it will take to meet its obligations under Section 1703(f) of the EEOA. Any amendments to the plan shall be submitted to the State Superintendent no later than 30 days following adoption of the changes. The plan shall at least include: (a) the process and criteria the district will use to make a determination of when to exit eligible students from the TBE or TPI program (e.g., after a certain amount of time in the program, once a prescribed academic or proficiency level is achieved); (b) The language acquisition services and methods to be provided, including how the services and methods differ from the general program of instruction in content, instructional goals, and the use of English and home language instruction; (c) How the program will meet the educational needs of the students and build on their academic strengths; (d) How the program will specifically help the students learn English and meet academic achievement standards for grade promotion and graduation; (e) The names and qualifications of the staff who will implement the program; and (f) How sufficient resources, including equipment and instructional materials, shall be made available to support the program</i></p> |
| <p>Rating: Not applicable</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|---|--|
| 2.5 | Monitoring Performance after Exit 20 USC 6841 (a) IN GENERAL - Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, in a form prescribed by the agency, that includes—...(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part. |
| Rating: Not Implemented District Response Required: Yes | |
| Finding: As evidenced by a review of student records and interviews conducted with teachers and administrators, it has been found that the District lacks a district-wide monitoring system to track progress of students who have exited the TBE/TPI program for two years after they transition into the general education program. | |
| DISTRICT’S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

COMPONENT 3: PROGRAM STRUCTURE

This component examines whether the District 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 |
|--|---|
| 3.1 | TBE Program Establishment (Preschool) 23 Ill. Adm. Code 228.25 (a)(3) <i>When a preschool program of the school district has an enrollment of 20 or more English learners of any single language classification other than English in an attendance center or a non-school based facility, the school district shall establish a TBE program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer English learners of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.</i> |
| Rating: Not applicable District Response Required: No | |

| Component Number | Legal Standard |
|---|---|
| 3.2 | TPI Program Establishment (Preschool) 23 Ill. Adm. Code 228.25 (a)(3) <i>...If the preschool program of an attendance center or non-school-based facility has 19 or fewer English learners of any single language classification other than English, the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
|--|---|
| 3.3 | <p>TBE Program Establishment (K-12) 23 Ill. Adm. Code 228.25 (a)(1) When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code; see Section 228.30(c) of this Part) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.</p> <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) of this Section; (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 2012 Amplification of the English Language Development Standards Kindergarten through 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://www.wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section; 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>Part-time Program Components 23 Ill. Adm. Code 228.30 (c)(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 native language as determined by the student's needs.</p> |
| <p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p> | |
| <p>Findings: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, each attendance center at the District that has identified a full-time TBE program does not incorporate all of the following required components:</p> <ul style="list-style-type: none"> • Instruction in English and the home language of the student for all core subjects; • Language Arts in the student's home language (teaching the student how to read and write in his/her home language); • Instruction in English as a Second Language (ESL), which must be aligned to the Illinois English Language Proficiency Standards; and, • Instruction in the history and culture of the native land of the student or their parents and of the United States. <p>In addition, each attendance center at the District that has identified a part-time TBE program does not consistently include daily instruction in ESL and in the student's native language, as determined by the student's needs.</p> | |

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| DISTRICT'S FIRST RESPONSE – INSERT DATE |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit |
| List and Attach Evidence of Implementation of the Corrective Action |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted |
| Basis for Partial Acceptance or Non Acceptance: |
| Required Elements of Corrective Action and Progress Reports: |

| Component Number | Legal Standard |
|---|---|
| 3.4 | <p>Part-time TBE Program Eligibility and Placement</p> <p>23 Ill. Adm. Code 228.30 (c)(3) 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 (c)(3). (A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part 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(e) of this Part 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(e) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program only if one of the following conditions is met. (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. Oral native language instruction or support should be provided based on the student's needs. (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.</p> |
| <p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p> | |
| <p>Finding:</p> <p>As evidenced by a review of student records, as well as interviews conducted with teachers and administrators, it has been found that:</p> <ul style="list-style-type: none"> Students are placed into part-time TBE programs before their English language proficiency assessment results indicate that they have sufficient proficiency in English to benefit from a part-time program; and, Students are placed into part-time TBE programs without consideration of students' educational needs, such as proficiency in the home language, prior performance in English coursework, current academic performance, and other factors such as age, disability, and cultural background. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list | |

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| Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit |
| List and Attach Evidence of Implementation of the Corrective Action |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted |
| Basis for Partial Acceptance or Non Acceptance: |
| Required Elements of Corrective Action and Progress Reports: |

| Component Number | Legal Standard |
|---|---|
| 3.5 | <p>TPI Program Establishment (K-12) 23 Ill. Adm. Code 228.25 (a)(2) <i>When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code; see Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.</i></p> <p>TPI Program Components 23 Ill. Adm. Code 228.30 (d)(2) <i>Program Components – A transitional program of instruction must include instruction or other assistance in the student's home language to the extent necessary, as determined by the district on the basis of the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A transitional program of instruction may include, but is not limited to, the following components: (A) instruction in ESL, which must align to 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://www.wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section; (B) language arts in the students' home language; and (C) instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States.</i></p> |
| Rating: Implemented District Response Required: No | |

COMPONENT 4: CURRICULUM AND INSTRUCTION

This component examines whether the District implements 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) <i>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.</i></p> <p>23 Ill. Adm. Code 228.30 (b)(4) <i>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.</i></p> |
| Rating: Partially Implemented | |
| District Response Required: Yes | |
| Finding: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that the District does not have a consistently implemented district-wide ESL curriculum aligned to the Illinois Learning Standards: English Language Development standards, which includes: Language of Math, Language of Science, Language of Social Studies, Language of Language Arts, and Social/Instructional Language. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

| Component Number | Legal Standard |
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| 4.2 | Instructional Materials (Title III recipients) 20 USC 6912 (a)(2)(B) Grants awarded under this section may be used for... <i>(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.</i> |
| Rating: Partially Implemented District Response Required: Yes | |
| Finding: Based on a review of the documents sent from the District, interviews conducted with administrators and teachers, and classroom visits conducted, the District does not provide sufficient ESL materials, as well as native language instructional materials for all core subject areas, in all grade levels to meet the needs of English learners at each attendance center. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

| Component Number | Legal Standard |
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| 4.3 | Purchased Equipment EDGAR 34 CFR 80.32 (d) (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated. |
| Rating: Not applicable District Response Required: No | |

COMPONENT 5. ACCESS TO SERVICES

This component examines whether the District implements policies that guarantee equal access for English learners.

| Component Number | Legal Standard |
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| 5.1 | Equal Opportunities for all Students 23 Ill. Adm. Code 1.240 (b) <i>No school system may exclude or segregate any pupil, or discriminate against any pupil on the basis of color, race, nationality, religion, sex, sexual orientation, ancestry, age, marital status, or physical or mental handicap [775 ILCS 5/1-102(A)] or status of being homeless [105 ILCS 45/1-5 and 42 USC 11434 a (2)]. Further, no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (Plyler v. Doe, 457 U.S. 202 (1982)).</i> |
| Rating: Not applicable District Response Required: No | |

| Component Number | Legal Standard |
|--|--|
| 5.2 | Acquisition Language Support Services for Students Whose Parents Refused services through the TBE/TPI Program Section 1703(f) of the Equal Educational Opportunities Act (EEOA) <i>requires state educational agencies (SEAs) and school districts to take action to overcome language barriers that impede English Language Learner (ELL) students from participating equally in school districts' educational programs.</i> 20 USC 1703 (f) <i>the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.</i> |
| Rating: Partially Implemented District Response Required: Yes | |
| Finding: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that the District provides limited language acquisition services to ELs whose parents refused or waived TBE/TPI program services in order to help ELs overcome language barriers that impede their equal participation in the instructional programs. | |

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| DISTRICT'S FIRST RESPONSE – INSERT DATE |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit |
| List and Attach Evidence of Implementation of the Corrective Action |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted |
| Basis for Partial Acceptance or Non Acceptance: |
| Required Elements of Corrective Action and Progress Reports: |

| Component Number | Legal Standard |
|--|---|
| 5.3 | <p>Student-Teacher Ratio 23 Ill. Adm. Code 228.30 (b)(1) <i>Student-Teacher Ratio - The student-teacher ratio in the ESL and home language components of programs serving students in kindergarten or any of grades 1 through 12 as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to students' mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of these placements. Preschool programs established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide bilingual education services shall meet the requirements of 23 Ill. Adm. Code 235.30(Early Childhood Block Grant) rather than the requirements of this subsection (b)(1).</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|---|--|
| 5.4 | Grade-Level Placement/Multilevel Grouping 23 Ill. Admin Code 228.30 (b)(2) <i>Grade-Level Placement - Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(3). (Section 14C-6 of the School Code) (3) Multilevel Grouping - If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level. (Section 14C-6 of the School Code) Evidence of compliance with this requirement shall be: (A) individualized instructional programs; or (B) grouping of students for instruction according to grade level.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
|---|---|
| 5.5 | Program Facilities 23 Ill. Adm. Code 228.30 (a)(1) <i>Program Facilities – Other than for preschool education programs, TBE and TPI programs shall be located in regular public school facilities rather than in separate facilities. (Section 14C-6 of the School Code [105 ILCS 5/14C-6]) If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district's students with respect to space and equipment. If housed in a facility other than a public school (including a charter school), the school district shall provide a written explanation in its annual application to the State Superintendent of Education as to why the use of a public school building is not feasible.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
|------------------|---|
| 5.6 | Course Credit 23 Ill. Adm. Code 228.30 (a)(2) <i>Course Credit - Students enrolled in approved programs shall receive full credit for courses taken in these programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students who change attendance centers or school districts shall do so without loss of credit for coursework completed in the program.</i> |
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Rating: Not applicable

District Response Required: No

| Component Number | Legal Standard |
|---------------------------------------|--|
| 5.7 | Extracurricular Activities 23 Ill. Adm. Code 228.30 (a)(3) <i>Extracurricular Activities - Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district. (Section 14C-7 of the School Code [105 ILCS 5/14C-7])</i> |
| Rating: Implemented | |
| District Response Required: No | |

| Component Number | Legal Standard |
|---|---|
| 5.8 | Program Integration 23 Ill. Adm. Code 228.30 (b)(6) <i>Program Integration – In courses of subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, English learners shall participate fully with their English-speaking classmates. (Section 14C-7 of the School Code)</i> |
| Rating: Partially Implemented | |
| District Response Required: Yes | |
| Finding: As evidenced by interviews conducted with teachers and administrators, as well as classroom visits conducted, it has been found that certain English learners are not consistently integrated with their English-speaking classmates for courses in which language is not essential to an understanding of the subject matter. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

| Component Number | Legal Standard |
|---|---|
| 5.9 | <p>Summer School 23 Ill. Adm. Code 228.30 (a)(6) <i>Preschool and Summer School - A school district may establish preschool and summer school programs for English learners, or join with other school districts in establishing such programs. Summer school programs shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for English learners in accordance with Article 14C and this Part.</i></p> |
| <p>Rating: Not applicable</p> <p>District Response Required: No</p> | |

COMPONENT 6. PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the District has adequate and highly qualified staff to support programming and that on-going professional development is provided to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

| Component Number | Legal Standard |
|--|--|
| <p style="text-align: center;">6.1</p> | <p>Teacher Qualification (Preschool) 23 Ill. Adm. Code 228.35 (c)(1) <i>Each individual assigned to provide instruction in a preschool program shall meet the requirements of 23 Ill Adm. Code 235.20 (c) (Application Procedure and Content for New or Expanding Programs). By July 1, 2016, each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b), depending on the assignment, except as provided in subsection (c)(3). During school years 2014-15 and 2015-16, any school district unable to meet the requirements of subsection (c)(2) shall submit a plan to the State Superintendent of Education by September 15 of each year that demonstrates how the program is actively working toward recruiting and hiring fully qualified staff and serves preschool-age English learners. The plan shall be developed and monitored jointly by school administrators responsible for the preschool program and the bilingual education program. Using a format prescribed by the State Superintendent of Education, the plan shall include, but is not limited to: A) Past and current efforts undertaken by the district to recruit and hire fully qualified staff (early childhood, bilingual or special education) to include, as applicable, steps taken to support current preschool teachers in their efforts to obtain the early childhood education or bilingual education endorsement and/or to retain fully qualified staff; B) Reasons why individuals meeting the requirements of subsection (a) or (b) were not hired, if applicable ;C) Professional development activities focused on the needs of preschool-age English learners; and D) How the educational program for English learners will meet the needs of those students without fully qualified staff, to include information relative to the components set forth in Section 228.27(b) through (f).(4) Staff who are employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20 (c).</i></p> <p>Highly Qualified Teachers 20 USC 6319 (a) (1) IN GENERAL: <i>Beginning with the first day of the first school year after January 8, 2002, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified...(3) LOCAL PLAN:</i> <i>As part of the plan described in section 6312 of this title, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|--|--|
| 6.2 | <p>Teacher Qualification (K-12) 23 Ill. Adm. Code 228.35 (a) <i>Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable. (b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.</i></p> <p>Highly Qualified Teachers 20 USC 6319 (a) (1) <i>IN GENERAL: Beginning with the first day of the first school year after January 8, 2002, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified...</i>(3) <i>LOCAL PLAN: As part of the plan described in section 6312 of this title, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|--|---|
| 6.3 | <p>Test Administrator Certification 23 Ill. Adm. Code 228.35 (e)(4) <i>In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) or the annual English language proficiency assessment discussed in Section 228.25(b) shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
|---|--|
| 6.4 | Paraprofessional 23 Ill. Adm. Code Part 25.510 (b)(c) <i>Service as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
|---|---|
| 6.5 | Non-Certificated Personnel (K12) 105 ILCS 5/10-22.34 <i>Non-certificated personnel. (b) School boards may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
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| 6.6 | <p>Program Director (200 or More EL Students) 23 Ill. Adm. Code 228.35 (d) Administrators- Beginning July 1, 2014, each individual assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d). (1) Except as provided in subsections (d)(2) and (3), any person designated to administer a TBE or a TPI program must hold a valid administrative or a supervisory endorsement issued on a professional educator license by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable.</p> <p>Requirements for Administrators of Bilingual Education Program 23 Ill. Adm. Code 1.783 Beginning July 1, 2014, no individual shall be assigned to administer a bilingual education program with 200 or more students unless he or she is certified in accordance with Section 1.705 (m) of this Part and meets the requirements of either subsection (a) or (b) of this Section, as applicable. Individuals assigned to administer a bilingual education program with fewer than 200 students shall meet the requirements of 23 Ill. Adm. Code 228.35(d)(2) or (3), as applicable. (a) Transitional Bilingual Education (1) A person designated to administer a transitional bilingual education program shall: (A) hold the bilingual approval or endorsement issued pursuant to Section 1.781 of this Part; or (B) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or (C) present evidence of having completed 18 semester hours distributed among the following: (i) Foundations of bilingual education, (ii) Assessment of bilingual student, (iii) Methods and materials for teaching limited English proficient (LEP) students in bilingual programs, (iv) Methods and materials for teaching English as a Second Language, and (v) cross-cultural studies for teaching LEP students. (2) Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this Section does not total 18 hours. (B) A person designated to administer a transitional program of instruction shall: (1) hold the bilingual approval or endorsement issued pursuant to Section 1.781 of this Part; or (2) hold the English as a second language approval or endorsement issued pursuant to Section 1.782 of this Part; or (3) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or (4) present evidence of having completed the coursework enumerated in subsection (a)(1)(C) of this Section, subject to the provision of subsection (a)(2).</p> |
| Rating: Not Implemented District Response Required: Yes | |
| Finding: As evidenced by credentials listed on the Educator Licensure Information System (ELIS), it has been found that the program director designated to administer a TBE or a TPI program of 200 or more EL students does not hold a bilingual approval or endorsement and/or hold the English as a new language endorsement with a language designation when applicable. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |

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| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE |
| Status of Corrective Action: |
| <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted |
| Basis for Partial Acceptance or Non Acceptance: |
| Required Elements of Corrective Action and Progress Reports: |

| Component Number | Legal Standard |
|------------------|---|
| 6.7 | <p>In-Service Training for Staff 23 Ill. Adm. Code 228.35 (e) Professional Development for Staff (1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3). (2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures. (3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas: (A) current research in bilingual education; (B) content-area and language proficiency assessment of English learners; (C) research-based methods and techniques for teaching English learners; (D) research-based methods and techniques for teaching English learners; and (E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents ... (5) Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) for staff members of that program who are providing instruction in the Spanish language arts.</p> <p>District-Wide Professional Development for All Staff (Title III Recipients Only) 20 USC 6825 (c)REQUIRED SUBGRANTEE ACTIVITIES – An eligible entity receiving funds under section 6824(a) of this title shall use the funds—... (2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—(A) designed to improve the instruction and assessment of limited English proficient children;(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures and instruction strategies for limited English proficient children;(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.</p> <p>Adequate Training for Qualified Staff Castaneda v. Pickard, 648 F. 2d 989, 1013. 1981 ...As in any educational program, qualified teachers are a critical component of the success of a language remediation program. A bilingual education program, however sound in theory, is clearly unlikely to have a significant impact on the language barriers confronting limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed "qualified" despite the fact that they operate in the classroom under their own unremedied language disability</p> |

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| Rating: Partially Implemented District Response Required: Yes | |
| Findings: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that: <ul style="list-style-type: none"> • High-quality professional development that is designed to improve the instruction and assessment of English learners is not consistently provided to classroom teachers, principals, and administrators; • Training activities that help develop knowledge of basic TBE/TPI program requirements are not consistently provided to program staff beginning their initial year of teaching; and, • Training sessions related to the implementation of Spanish Language Arts (SLA) standards are not provided at least once a year. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

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

| Component Number | Legal Standard |
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| 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: As evidenced by a review of student files and documents obtained from the District, it has been found that:</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; and, • The District's notice of enrollment letter does not include all of the required components; the following is missing: the specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation | |

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| rate for children in the program if the program is offered at the secondary level. |
| DISTRICT'S FIRST RESPONSE – INSERT DATE |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit |
| List and Attach Evidence of Implementation of the Corrective Action |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted |
| Basis for Partial Acceptance or Non Acceptance: |
| Required Elements of Corrective Action and Progress Reports: |

| Component Number | Legal Standard |
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| 7.2 | <p>Progress Reports 23 Ill. Adm. Code 228.40 (c)(1) 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.</p> |
| <p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p> | |
| <p>Finding: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that progress reports are written in English but not in all the English learners' home languages and written agreements from students' parents to waive this requirement are not obtained by the District.</p> | |
| <p align="center">DISTRICT'S FIRST RESPONSE – INSERT DATE</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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |
| <p align="center">ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE</p> | |
| <p>Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p> | |
| <p>Basis for Partial Acceptance or Non Acceptance:</p> | |
| <p>Required Elements of Corrective Action and Progress Reports:</p> | |

| Component Number | Legal Standard |
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| 7.3 | Withdrawal by Parents (Opt-out or Refusals) 23 Ill. Adm. Code 228.40 (a)(2) <i>Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code).</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
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| 7.4 | Notice and Consent for Continued Placement or Early Exit 105 ILCS 5/14C-3 ... <i>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.</i> |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
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| 7.5 | <p>TBE Program Parent Advisory Committee (PAC) 23 Ill. Adm. Code 228.30 (c)(4) Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10]) (A) The committee shall: (i) meet at least four times per year; (ii) maintain on file with the school district minutes of these meetings; (iii) review the district's annual program application to the State Superintendent of Education; and (iv) autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code). (B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.</p> |
| <p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p> | |
| <p>Finding: As evidenced by a review of documents obtained from the District and interviews conducted with teachers, administrators and parents, it has been found that the District's Bilingual Parent Advisory Committee (BPAC) does not review the District's annual grant application.</p> | |
| <p align="center">DISTRICT'S FIRST RESPONSE – INSERT DATE</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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |
| <p align="center">ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE</p> | |
| <p>Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p> | |
| <p>Basis for Partial Acceptance or Non Acceptance:</p> | |
| <p>Required Elements of Corrective Action and Progress Reports:</p> | |

| Component Number | Legal Standard |
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| 7.6 | 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. |
| Rating: Partially Implemented District Response Required: Yes | |
| Findings: As evidenced by a review of documents obtained from the District and interviews conducted with teachers, administrators and parents, it has been found that: <ul style="list-style-type: none"> The District does not implement an effective means of outreach to parents of English learners to inform them how they can be involved in the education of their children and be active participants in assisting their children to learn English and to achieve at high levels; and, The District does not hold regular meetings for the purpose of formulating and responding to recommendations from parents of English learners. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit | |
| List and Attach Evidence of Implementation of the Corrective Action | |
| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

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 |
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| 8.1 | Using Data to Evaluate Program Effectiveness NCLB Title III, 20 USC 6841 (b) USE OF EVALUATION - An evaluation provided by an eligible entity under subsection (a) of this section shall be used by the entity and the State educational agency—(1) for improvement of programs and activities; (2) to determine the effectiveness of programs and activities in assisting children who are limited English proficient to attain English proficiency (as measured consistent with subsection (d) of this section) and meet challenging State academic content and student academic achievement standards; and (3) in determining whether or not to continue funding for specific programs or activities. |
| Rating: Implemented | |
| District Response Required: No | |

| Component Number | Legal Standard |
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| 8.2 | District Improvement Plan (DIP) NCLB Title III, 20 USC 6826 (a) PLAN REQUIRED. - Each eligible entity desiring a subgrant from the State educational agency under section 6824 of this title shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require. (b) CONTENTS- Each plan submitted under subsection (a) of this section shall—(1) describe the programs and activities proposed to be developed, implemented, and administered under the sub-grant; (2) describe how the eligible entity will use the subgrant funds to meet all annual measurable achievement objectives described in section 6842 of this title; (3) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this subpart accountable for—(A) meeting the annual measurable achievement objectives described in section 6842 of this title; (B) making adequate yearly progress for limited English proficient children, as described in section 6311(b)(2)(B); and ... |
| Rating: Implemented | |
| District Response Required: No | |

| Component Number | Legal Standard |
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| 8.3 | <p>Notification of Failure to Make Annual Measurable Achievement Objectives (AMAOs) NCLB Title III, 20 USC 7012 (b) SEPARATE NOTIFICATION. - <i>In addition to providing the information required to be provided under subsection (a), each eligible entity that is using funds provided under this title to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</i></p> |
| <p>Rating: Implemented</p> <p>District Response Required: No</p> | |

| Component Number | Legal Standard |
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| 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>Finding: As evidenced by a review of student files at each attendance centers, 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 have been found inconsistently:</p> <ul style="list-style-type: none"> • A completed HLS; • Program entry/exit information, including annual continuation letters, parental consent for exit before three years of services or continuation beyond three years of services, and written notification of a parent's desire to withdraw their child from the program; • 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 (if applicable); and, • Parents' report card waiver. | |
| DISTRICT'S FIRST RESPONSE – INSERT DATE | |
| <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) and Description of Internal Procedures for continued implementation after the ISBE visit</p> | |
| <p>List and Attach Evidence of Implementation of the Corrective Action</p> | |

| ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – INSERT DATE | |
|--|--|
| Status of Corrective Action: <input type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted | |
| Basis for Partial Acceptance or Non Acceptance: | |
| Required Elements of Corrective Action and Progress Reports: | |

| Component Number | Legal Standard |
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| 8.5 | Immigrant Student Count NCLB Title III, 20 USC 7011 (6) IMMIGRANT CHILDREN AND YOUTH - <i>The term 'immigrant children and youth' means individuals who— (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.</i> |
| Rating: Implemented District Response Required: No | |

COMPONENT 9: PARTICIPATION OF PRIVATE SCHOOLS

This component examines whether the District conducts timely consultation with the private schools regarding their participation in the Title III funded program.

| Component Number | Legal Standard |
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| 9.1 – 9.2 | Consultation with Private Schools 20 USC 7881 (a) PRIVATE SCHOOL PARTICIPATION- (1)IN GENERAL- Except as otherwise provided in this chapter, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b) of this section, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program. |
| Rating: Implemented District Response Required: No | |

| Component Number | Legal Standard |
|---|--|
| 9.3 – 9.4 | Providing Services to ELL Students in Private Schools 20 USC 6914 (h) APPROVAL OF APPLICATIONS. – An application for a grant under this subpart may be approved only if the Secretary determines that - ... (2) in designing the program, the eligible entity has, after consultation with appropriate private school officials— (A) taken into account the needs of children in nonprofit private elementary schools and secondary schools; and (B) in a manner consistent with the number of such children enrolled in such schools in the area to be served, whose educational needs are of the type and whose language, and grade levels are of a similar type to the needs, language, and grade levels that the program is intended to address, provided for the participation of such children on a basis comparable to the basis on which public school children participate; (3)(A) student evaluation and assessment procedures in the program are valid and reliable for limited English proficient children; |
| Rating: Implemented District Response Required: No | |