ENGLISH LEARNER PROGRAM DESKTOP & ONSITE MONITORING

Multilingual/Language Development Department

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TOPICS COVERED

- Introduction
- Selection Criteria
- LEA EL Program Monitoring Coordinator
- Monitoring Process Flow Chart
  - Detailed Format of EL Program Monitoring
- LEA Self-Assessment Report
- ISBE Monitoring Excel Spreadsheet

INTRODUCTION

- ISBE has developed the tools necessary to carry out the EL program monitoring process primarily online.

- ISBE also incorporates an onsite component, where representatives visit districts to obtain a more comprehensive understanding of each district's EL programming.

- This presentation provides guidance and explains the desktop & onsite monitoring process.

ISBE is charged with the responsibility of ensuring that Illinois School Code ILSC 14C 1-13 Legislation and 23 Illinois Administrative Code Part 228 Transitional Bilingual Education requirements are being fulfilled by LEAs.

*Monitoring of Title III program requirements at the local level ensures compliance with regulations and assures the quality of the program and instructional delivery for ELs.

*Please refer to the English Learner Program Monitoring Manual for more information

SELECTION CRITERIA

- EL progress to proficiency
- Disproportionality of dually identified students (special education and EL)
- Documentation that is submitted to the state, for example;
  - BSP
  - Complaints
  - Grants
  - High number of parent refusals
  - EL-EBF carry over funds

*Please note that Illinois' districts with the largest numbers of ELs may be monitored more frequently; thus, the selection criteria will not necessarily apply.

**It is the plan of ISBE to monitor every district with EL students in the coming years, regardless of these criteria.

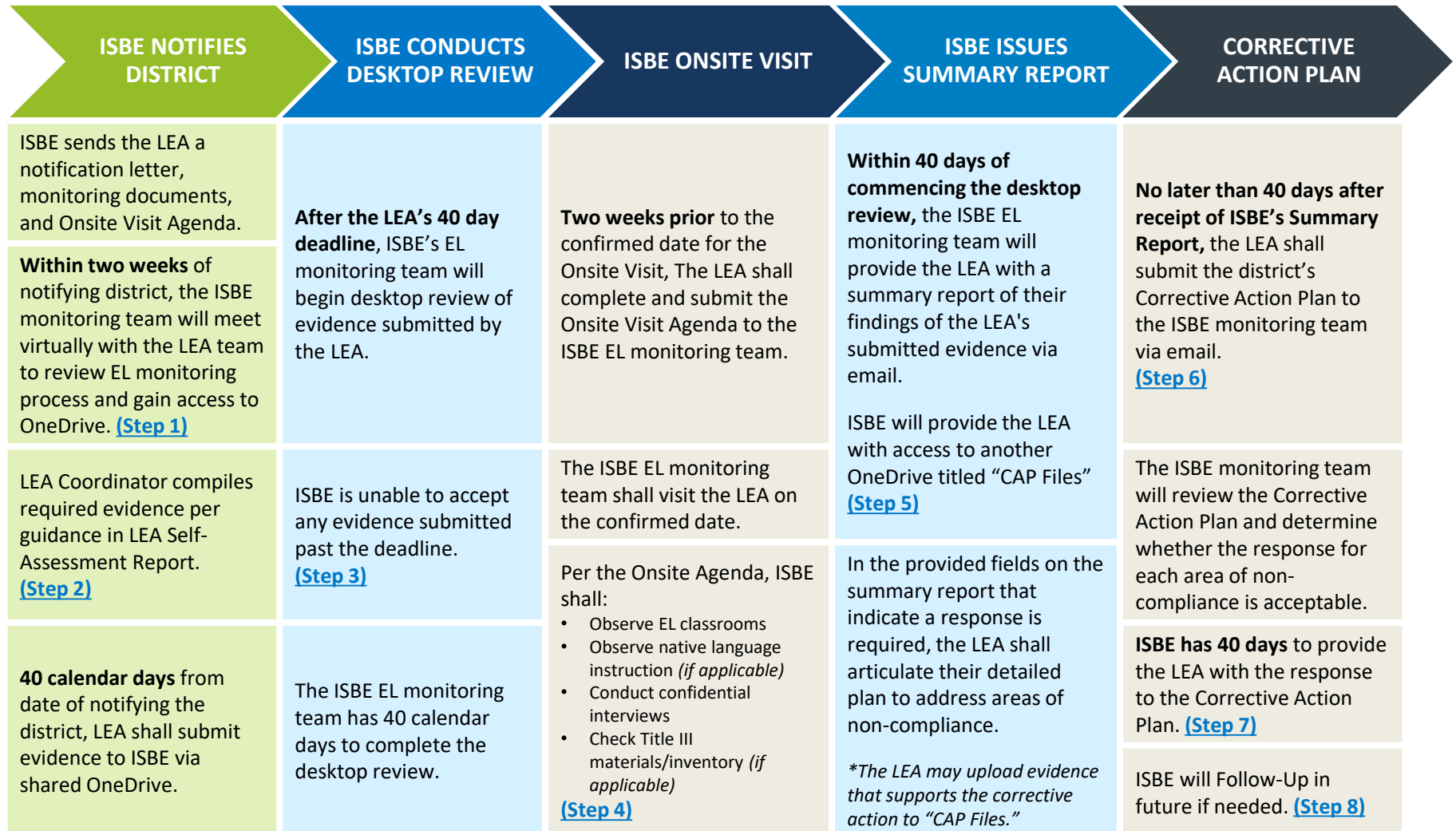**ILLINOIS STATE BOARD OF EDUCATION**

LEA EL PROGRAM MONITORING COORDINATOR(S)

LEA needs to assign an EL Program Monitoring Coordinator(s) who are responsible for:

- Participating in at least one virtual meeting with the MD Monitor(s)
- Compiling and organizing evidence for the desktop review
- Assuring that all evidence documents are properly labeled with the components
- Assembling and submitting required documentation before or on the due date
- Filling in the Agenda(s) and coordinating with the MD Monitor(s) regarding onsite visit
- Be the main point(s) of contact for questions, follow-up, etc.
- Coordinating and fully complying with any follow up desktop review or onsite monitoring visit by ISBE

Please refer to the English Learner Program Monitoring Manual for more information

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EL MONITORING PROCESS FLOW

ISBE NOTIFIES DISTRICT	ISBE CONDUCTS DESKTOP REVIEW	ISBE ONSITE VISIT	ISBE ISSUES SUMMARY REPORT	CORRECTIVE ACTION PLAN
ISBE sends the LEA a notification letter, monitoring documents, and Onsite Visit Agenda.	**After the LEA's 40 day deadline**, ISBE's EL monitoring team will begin desktop review of evidence submitted by the LEA.	**Two weeks prior** to the confirmed date for the Onsite Visit, The LEA shall complete and submit the Onsite Visit Agenda to the ISBE EL monitoring team.	**Within 40 days of commencing the desktop review,** the ISBE EL monitoring team will provide the LEA with a summary report of their findings of the LEA's submitted evidence via email.	**No later than 40 days after receipt of ISBE's Summary Report,** the LEA shall submit the district's Corrective Action Plan to the ISBE monitoring team via email. **(Step 6)**
Within two weeks of notifying district, the ISBE monitoring team will meet virtually with the LEA team to review EL monitoring process and gain access to OneDrive. **(Step 1)**			ISBE will provide the LEA with access to another OneDrive titled "CAP Files" **(Step 5)**	
LEA Coordinator compiles required evidence per guidance in LEA Self-Assessment Report. **(Step 2)**	ISBE is unable to accept any evidence submitted past the deadline. **(Step 3)**	The ISBE EL monitoring team shall visit the LEA on the confirmed date.		The ISBE monitoring team will review the Corrective Action Plan and determine whether the response for each area of non-compliance is acceptable.
40 calendar days from date of notifying the district, LEA shall submit evidence to ISBE via shared OneDrive.	The ISBE EL monitoring team has 40 calendar days to complete the desktop review.	Per the Onsite Agenda, ISBE shall: • Observe EL classrooms • Observe native language instruction *(if applicable)* • Conduct confidential interviews • Check Title III materials/inventory *(if applicable)* **(Step 4)**	In the provided fields on the summary report that indicate a response is required, the LEA shall articulate their detailed plan to address areas of non-compliance. *The LEA may upload evidence that supports the corrective action to "CAP Files."*	**ISBE has 40 days** to provide the LEA with the response to the Corrective Action Plan. **(Step 7)** ISBE will Follow-Up in future if needed. **(Step 8)**

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<u>Step 1: ARRANGING THE MONITORING DESKTOP REVIEW</u>

❑ **Virtual Meeting between LEA EL Program Monitoring Coordinator and ISBE MD Monitor**

✓ Explain the process

✓ Explain the tools (Self-Assessment Checklist, Excel Template, Labeling evidence, OneDrive)

✓ Respond to any questions or concerns

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Step 2: COMPILING AND SUBMITTING EVIDENCE

❑**LEA EL Program Monitoring Coordinator compiles and submits evidence to ISBE MD Monitor**

✓ Before or on due date (Any items submitted after the deadline will not be reviewed)

✓ Data submitted should be from the previous school year

✓ Communicate with ISBE MD Monitor about any concerns throughout the process

✓ All required evidence submitted using the **correct** means and format

✓ Evidence aligns with the elements in the Self-Assessment Report

✓ A review checklist is provided for districts' own use in Appendix A in the English Learner Program Desktop Monitoring Manual *(Optional, the purpose is to help the district during the monitoring process.)*

Step 3: DESKTOP REVIEW

❑ **ISBE MD starts desktop review after deadline**

✓ All evidence must be submitted in the correct format.

✓ Any items submitted after the deadline will not be reviewed and therefore, noncompliant.

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Step 4: ONSITE VISIT

❑**ISBE conducts onsite visit with the LEA to gain a better understanding of LEA**

✓Interviews, classroom viewing, observing native language instruction (if applicable), and Title III inventory/ materials check

Step 5: SUMMARY REPORT

❑ **ISBE MD sends a summary report to the coordinator and superintendent**

✓ The report will include any finding of noncompliance that must be addressed.

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Step 6: CAP

❑ **LEA SUBMITS CORRECTIVE ACTION PLAN (CAP)**

✓ The plan outlines the LEA's corrective actions to be implemented or already completed

✓ Plan and evidence must be submitted via OneDrive

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Step 7: ISBE RESPONSE TO CAP

❑ **ISBE RESPONDS TO CORRECTIVE ACTION PLAN**

✓ **The MD Monitor will review the CAP to determine if appropriate corrective actions have been developed**

✓ The LEA status may be designated on the CAP elements as follows:

– **Fully Accepted**; corrective actions approved for implementation

– **Not Fully Accepted**; corrective actions are not approved for implementation

Step 8: FOLLOW-UP

❑ **ISBE-MD conducts a follow-up**

✓ The LEA is required to demonstrate full compliance with requirements within one school year from the date of the issued report and ISBE will conduct follow-up the ensure compliance

✓ Reports contain public information and will be posted online for the public to view, while redacting any private and/or confidential information

❑ **Follow-up will be conducted to confirm full compliance**

✓ Review of LEA's most recent EL Self-Assessment Report

✓ Review of requested reports (e.g. EL-Bilingual Service Plan)

✓ Review of the LEA's submitted evidence documents

✓ Review of the LEA's Student Information System records

✓ Review of LEA's most recent CAP and MD's response letter

✓ Additional onsite visits to the LEA

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LEA SELF-ASSESSMENT REPORT

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Serving English Learners - LEA Self-Assessment Monitoring Report

Local Education Agency (LEA) Full Name:

Notes to assist with the following self-assessment report:

[1] *Unit School Districts* (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school.

[2] *K-5 and K-8 LEAs*: Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school.

[3] *High School Districts* (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior.

℗: Items marked with this are only required for attendance centers that have pre-K students.

Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies.

Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable

1. Identification of Eligible Students and Equal Opportunities for All Students

Item	Rating	Evidence Required
1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background. *Ill. Admin. Code title 23, 228.15(a); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)*		☐ One blank copy of the LEA's Registration Packet that includes the Home Language Survey.

1.2 A. The HLS asks the following:
          - Is a language other than English spoken in the home, and if so, what language?
          - Does the student speak a language other than English, and if so, what language?
     B. Parents'/legal guardians' signature
          - The HLS (hard copy) provides a space for parents/legal guardians to sign and date.
           - If the HLS is electronic, there is space on the same webpage directly below the two required HLS questions for parents to sign and date.
Ill. Admin. Code title 23, 228.15(a); Ill. Admin. Code title 23, 228.15(c) Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)
		☐ See 1.1 evidence.

Guidance: **Completing the ISBE Monitoring Excel Template**

Attendance Centers Selected Tab	*ISBE Monitoring Team has populated the fields in this tab* using data available in SIS from the **previous school year**. Please review and inform the monitoring team if any of the information is erroneous and requires revisions.
5.1 Tab	LEA shall list all its attendance centers (AC), grade levels in each AC, total number of students in each general education classroom at each grade level, and total number of students in each self-contained EL classroom at each grade level.
6.1 Tab	LEA shall list names of all **certified teachers with a bilingual endorsement** that are serving TBE Students. LEA shall also provide IEIN, grade levels taught, the language(s) spoken, TBE courses taught in native language, and attendance center each teacher is assigned to provide services.
6.2 Tab	LEA shall list names of all **certified teachers with an ESL endorsement** that are serving EL Students. LEA shall also provide the IEIN, grade levels taught, and attendance center where each teacher is assigned to provide services.
6.3 Tab	LEA may separately submit a list to OneDrive folder of certified WIDA Staff Members> **OR** List in the spreadsheet all certified WIDA staff members and the attendance centers they are assigned to administer WIDA Screener/Access
6.4 Tab	LEA shall list names of all the **paraprofessional staff** that currently work with EL Students. LEA shall also provide the IEIN, language(s) spoken, and attendance center each paraprofessional is assigned to provide services.
10.3 Tab (EL Students Selected)	This is a list of the LEA's EL/TBE/TPI students preselected by ISBE. Please scan the Cumulative Record Folder for each student listed and upload the files to the 10.3 OneDrive Folder share by ISBE.

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thank you

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