

# ENGLISH LEARNER PROGRAM DESKTOP MONITORING

Multilingual/Language Development Department

Version Date 06/2024

# 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 shall carry out the EL program monitoring of this school district entirely online via desktop review. The ISBE EL Monitoring team will not be conducting an onsite visit.
- This presentation provides guidance and explains the desktop 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;
  - Bilingual Service Plan
  - 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.

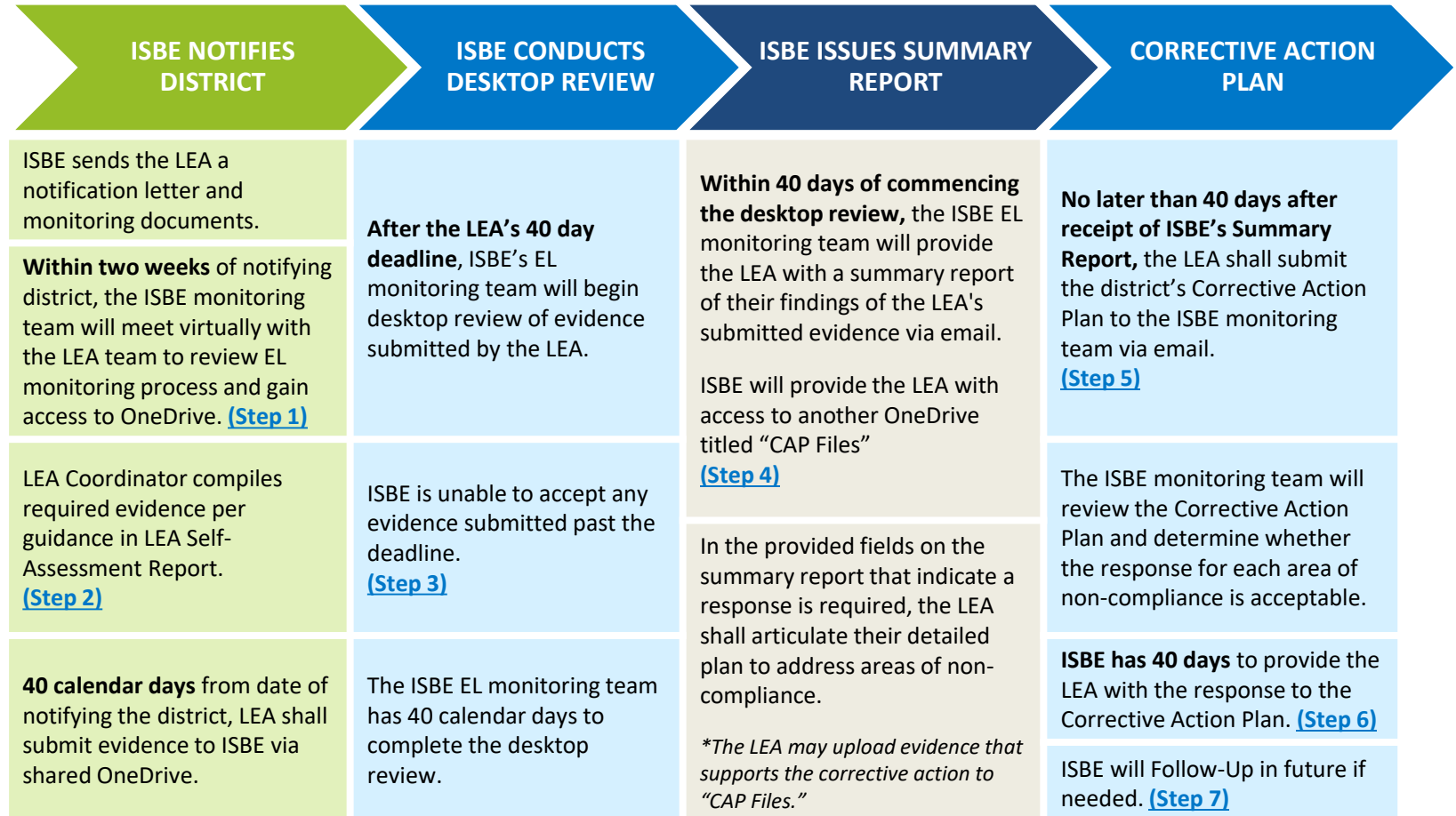
# LEA EL PROGRAM MONITORING COORDINATOR(S)

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
- 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*

# EL MONITORING PROCESS FLOW



## Step 1: ARRANGING THE MONITORING DESKTOP REVIEW

- ❑ **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

## 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 otherwise it will be rejected
- ✓ Any items submitted after the deadline will not be reviewed and therefore, noncompliant

## Step 4: 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.

## Step 5: CAP

### **LEA SUBMITS CORRECTIVE ACTION PLAN**

- ☐ **The district submits a corrective action plan**
- ✓ The plan outlines the LEA's corrective actions to be implemented or already completed
- ✓ Plan and evidence must be submitted via OneDrive

## Step 6: 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 7: 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 to 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 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

# LEA SELF-ASSESSMENT REPORT

Illinois State Board of Education | Multilingual/Language Development Department

## Serving English Learners - LEA Self-Assessment Monitoring Report

**Local Education Agency (LEA) Full Name:**

**Notes to assist with the following self-assessment report:**

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

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

<sup>3</sup> *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. <a href="#">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)</a>		<input type="checkbox"/> 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. <a href="#">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)</a>		<input type="checkbox"/> See 1.1 evidence.

# Guidance: Completing the ISBE Monitoring Excel Template

<b>Attendance Centers Selected Tab</b>	<i>ISBE Monitoring Team has populated the fields in this tab using data available in SIS from the <b>previous school year</b>. Please review and inform the monitoring team if any of the information is erroneous and requires revisions.</i>
<b>5.1 Tab</b>	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.
<b>6.1 Tab</b>	LEA shall list names of all <b>certified teachers with a bilingual endorsement</b> 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.
<b>6.2 Tab</b>	LEA shall list names of all <b>certified teachers with an ESL endorsement</b> 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.
<b>6.3 Tab</b>	LEA may separately submit a list to OneDrive folder of certified WIDA Staff Members> <b>OR</b> List in the spreadsheet all certified WIDA staff members and the attendance centers they are assigned to administer WIDA Screener/Access
<b>6.4 Tab</b>	LEA shall list names of all the <b>paraprofessional staff</b> 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.
<b>10.3 Tab (EL Students Selected)</b>	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.

Thank you