

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  are only required for attendance centers that have pre-K students.

Note: Core academic content areas refer to math, English language arts/high school English, science, and social studies.

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

Component 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)		<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. 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)		<input type="checkbox"/> See 1.1 evidence.
1.3 The HLS is administered in English and in the student's home language, if feasible*. Ill. Admin. Code title 23, 228.15(b) *Any language with a written form		<input type="checkbox"/> One completed Home Language Survey in <i>each</i> of the home languages used in the LEA, if feasible.
1.4 The LEA's enrollment forms do not inquire about the immigration status of the student or their parents/guardians. Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f); Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)		<input type="checkbox"/> See 1.1 evidence.

Component 2: Student Assessment

Item	Rating	Evidence Required
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<p>2.1 Ⓟ Assessment for Program Eligibility & Notice of Enrollment: <u>Preschool</u></p> <p>The LEA uses an appropriate prescribed screening procedure to assess a preschool student's level of English language proficiency. This screening shall take place within 30 days either after the student's enrollment in the LEA or, for preschool programs, after the student commences participation in the program.</p> <p><u>Ill. Admin. Code title 23, 228.15(e); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</u></p>		<p>Ⓟ Pre-K screeners for three different students that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's enrollment date <input type="checkbox"/> Student's screening results
<p>2.2 <u>Assessment for Program Eligibility and Notice of Enrollment: Grades K-12</u></p> <p>The LEA uses the grade-appropriate English language proficiency assessment prescribed by ISBE. This screening shall take place within 30 days after the student's enrollment in the LEA.</p> <p><u>Ill. Admin. Code title 23, 228.15(e); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f); 105 ILCS 5/14C-4</u></p> <p>See <u>ISBE-prescribed screening instrument guidance.</u></p>		<p><u>Screening for English Proficiency page</u></p> <p>K-12 Districts: Six Total Screeners</p> <ul style="list-style-type: none"> <input type="checkbox"/> One kindergarten screener or first grade screener <input type="checkbox"/> One elementary screener <input type="checkbox"/> Two middle school screeners <input type="checkbox"/> Two high school screeners <p>Each screener must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's enrollment date <input type="checkbox"/> Student's screening date <input type="checkbox"/> Student's screening results <p>K-8 Districts: Four Total Screeners</p> <ul style="list-style-type: none"> <input type="checkbox"/> One kindergarten screener or first grade screener <input type="checkbox"/> One elementary screener <input type="checkbox"/> Two middle school screeners <p>Each screener must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's enrollment date <input type="checkbox"/> Student's screening date <input type="checkbox"/> Student's screening results <p>High School Districts (9-12): Two Total Screeners</p> <ul style="list-style-type: none"> <input type="checkbox"/> One freshman or sophomore screener <input type="checkbox"/> One junior or senior screener <p>Each screener must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's enrollment date

Illinois State Board of Education | Multilingual/Language Development Department

		<input type="checkbox"/> Student's screening date <input type="checkbox"/> Student's screening results <input type="checkbox"/> Different screeners include all four domains (two domains for kindergarten). <input type="checkbox"/> For kindergarten: <ul style="list-style-type: none"> WIDA Screener for Kindergarten. <input type="checkbox"/> For first grade: <ul style="list-style-type: none"> WIDA Screener for Kindergarten for first semester of the first grade or WIDA Screener if second semester of first grade.
2.3 Ⓟ The LEA rescreens the English language proficiency of students entering kindergarten who were screened in preschool. Ill. Admin. Code title 23, 228.15(e) ;		<input type="checkbox"/> Ⓟ Pre-K screener and kindergarten screener for two different students, if applicable: <ul style="list-style-type: none"> One student who was an English learner (EL) in pre-K who qualified for EL services and the same student's kindergarten screener. One student who was screened in pre-K who was determined to be English proficient and the same student's kindergarten screener.
2.4 <u>Annual Assessment</u> All EL students in Grades K-12, including students whose parents withdrew them from the program or refused services, are assessed annually in listening, speaking, reading, and writing using ACCESS for ELLs® or Alternate ACCESS. 105 ILCS 5/14C-3 ; Ill. Admin. Code title 23, 228.25 (b)(1) ; ESSA § 1111(b)(2)(G)		<input type="checkbox"/> N/A - This information will be verified by ISBE.
Component 3: Providing Services to All Eligible/Placement		
Item	Rating	Evidence Required
3.1 Students who did not meet English language proficiency on the screener or EL assessment are placed into a Transitional Bilingual Education (TBE) program (full time or part time) or Transitional Program of Instruction (TPI) to receive language support services.		<input type="checkbox"/> N/A - This information will be verified by ISBE in the Student Information System (SIS).

Illinois State Board of Education | Multilingual/Language Development Department

105 ILCS 5/14C-3; Ill. Admin. Code title 23, 228.25 (a);		
<p>3.2 Students that exited from the TBE program/TPI have achieved at least the proficiency level set by the state on ACCESS for ELLs.</p> <p>Ill. Admin. Code title 23, 228.40 (b); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</p>		<input type="checkbox"/> N/A - This information will be verified by ISBE in SIS.
<p>3.3 The LEA monitors the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are reclassified and no longer receiving services under this part.</p> <p>ESSA § 3121(a)(4); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</p>		<input type="checkbox"/> A copy of the tool or document that is used to monitor students who no longer receive EL services: <ul style="list-style-type: none"> • One completed document for a student within one year after receiving services. • One completed document for a student within two years after receiving services.
Component 4: Program Components/Curriculum and Instruction		
Item	Rating	Evidence Required
<p>4.1 Ⓟ An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (Preschool).</p> <p><u>Full-time TBE programs incorporate the required program components:</u></p> <ul style="list-style-type: none"> ◦ Instruction is provided in English as a Second Language (ESL), and ◦ Subjects required by law or by the LEA in the students' home language and in English, and ◦ Instruction is provided in the history and culture of the country, territory, or geographic area that is the native land of the students or the parents of English learners and the history and culture of the United States. <p>105 ILCS 5/14C-11; Ill. Admin. Code title 23, 228.25 (a)(3); Ill. Admin. Code title 23, 228.30 (b)(4); Ill. Admin. Code title 23, 228.30 (d)</p>		<p>Suggested LEA evidence includes:</p> <input type="checkbox"/> Ⓟ Three different unit plan selections with evidence of: <ul style="list-style-type: none"> <input type="checkbox"/> Illinois Early Learning Standards and Early English Language Development Standards. <input type="checkbox"/> Ⓟ Key home language instructional classroom materials used in the TBE program. <input type="checkbox"/> Instruction provided in the history and culture of the EL's home country and in the history and culture of the United States (including, but not limited to, songs, dances, stories, teacher-created materials, etc.), <input type="checkbox"/> Ⓟ ISBE will review data in SIS. <p>Unit plan examples shall include, but are not limited to, textbooks, trade books,</p>


Illinois State Board of Education | Multilingual/Language Development Department

		websites, software, applications, teacher-created materials, etc.
<p>4.2 An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (Grades K-12).</p> <p><u>Full-time TBE programs incorporate the required program components:</u></p> <ul style="list-style-type: none"> ◦ Instruction is provided in ESL, and ◦ Subjects required by law or by the LEA in the students' home language and in English, and ◦ Instruction is provided in the history and culture of the country, territory, or geographic area that is the native land of the students or the parents of English learners and the history and culture of the United States. <p><i>If applicable:</i></p> <ul style="list-style-type: none"> ◦ LEAs offering a Spanish TBE program must implement the Spanish Language Arts Standards. <p>105 ILCS 5/14C-3; Ill. Admin. Code title 23, 228.10; Ill. Admin. Code title 23, 228.25 (a)(1); Ill. Admin. Code title 23, 228.30 (b)(4); Ill. Admin. Code title 23, 228.30 (c);</p>		<p>Suggested LEA evidence includes:</p> <p><input type="checkbox"/> Four different unit plan selections with each plan from a different grade level providing evidence of:</p> <p>A - Illinois Learning Standards and English Language Development Standards.</p> <p>B - Instruction is provided in the history and culture of the country, territory, or geographic area that is the native land of the students or the parents of English learners and the history and culture of the United States.</p> <p>C - Instruction in the four content subject areas of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <p>in the TBE program language.</p> <p><input type="checkbox"/> Key home language instructional classroom materials used in each TBE program language.</p> <p><input type="checkbox"/> A list of core courses offered in each TBE program language.</p> <p><input type="checkbox"/> For TBE-Spanish: Two different unit plan selections that provide evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction in Spanish Language Arts.

Illinois State Board of Education | Multilingual/Language Development Department

		<p><input type="checkbox"/> Alignment with the Illinois Spanish Language Arts Standards.</p> <p>Unit plan examples shall include, but are not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.</p> <p><input type="checkbox"/> ISBE will review data in SIS.</p>
<p>4.3 LEA may place ELs into part-time TBE when they score a literacy composite of at least 3.5 (4.0 for kindergarten) on the age-appropriate screener or assessment.</p> <p><u>Part-time TBE programs incorporate the required program components:</u></p> <ul style="list-style-type: none"> ◦ Daily instruction is provided in English and in the student’s home language as determined by assessment of the student’s English proficiency level. <p>Ill. Admin. Code title 23, 228.30 (c)(3)</p>		<p>Evidence of the following for four students:</p> <p><input type="checkbox"/> A written rationale for part-time TBE placement. (See sample ISBE rationale form here.)</p> <p><input type="checkbox"/> Documented criteria that explain the process used to determine appropriate services for students in the part-time TBE program (e.g., EL program handbook explaining how students are placed or other written guidance).</p> <p><input type="checkbox"/> ISBE will review data in SIS.</p>
<p>4.4 Ⓟ An LEA may have a TPI for each attendance center that has an enrollment of 19 or fewer English learners of the same language classification (Preschool). The structure of the TPI is determined by a student’s proficiency in English and is designed to enable students to keep pace with peers in achievement in the core academic content areas. The LEA provides ESL instruction and ensures appropriate ESL instructional materials are consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs.</p> <p><u>A transitional program of instruction also may include, but is not limited to:</u></p> <ul style="list-style-type: none"> • Providing language arts instruction in the students' home language; and • Providing instruction in the history and culture of the country, territory, or 		<p><input type="checkbox"/> Ⓟ Four different unit plan selections that provide evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illinois Early Learning Standards and <input type="checkbox"/> Early English Language Development Standards. <p>Unit plan examples shall include, but are not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.</p>

Illinois State Board of Education | Multilingual/Language Development Department

<p>geographic area that is the native land of the students or of their parents and in the history and culture of the United States.</p> <p>105 ILCS 5/14C-11; Ill. Admin. Code title 23, 228.25 (a)(2); Ill. Admin. Code title 23, 228.30 (d);</p>		<p><input type="checkbox"/>  ISBE will review data in SIS.</p>
<p>4.5 An LEA may have a TPI for each attendance center that has an enrollment of 19 or fewer English learners of the same language classification (Grades K-12). The structure of the TPI is determined by a student's proficiency in English and is designed to enable students to keep pace with peers in achievement in the core academic content areas. The LEA provides ESL instruction and ensures appropriate ESL instructional materials are consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs.</p> <p><u>A TPI also may include, but is not limited to:</u></p> <ul style="list-style-type: none"> • Providing language arts instruction in the students' home language; and • Providing 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. <p>105 ILCS 5/14C-3; Ill. Admin. Code title 23, 228.10; Ill. Admin. Code title 23, 228.25 (a)(2); Ill. Admin. Code title 23, 228.30 (d);</p>		<p>Four total different unit plan selections that cover the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Four different grade levels <input type="checkbox"/> Four different core academic content areas (e.g., Science, Social Studies, Math, and English Language Arts) <p>Plans provide evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connection to Illinois Learning Standards and English Language Development Standards. <input type="checkbox"/> Key ESL instructional materials for core subjects. <p><i>Unit plan selections do not need to include the entire unit, just enough to show evidence of implementation.</i></p> <p><input type="checkbox"/> ISBE will review data in SIS.</p>
<p>4.6 a) The program incorporates approaches and methodologies based on scientifically based research on teaching EL students.</p> <p>Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</p>		<p><input type="checkbox"/> N/A: To be verified by ISBE.</p>
<p>b) Program Effectiveness:</p> <p>LEA uses a data-driven system to determine its EL program effectiveness. At least two goals of program effectiveness include enabling EL students to attain within a reasonable period of time, both (1) English proficiency and (2) meaningful participation in the standard educational program comparable to their never-EL peers.</p> <p>ESSA § 3121(a); ESSA § 3121(b); Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Dear Colleague Letter, January 15, 2015 (Office of Civil Rights)</p>		<p><input type="checkbox"/> A sample of an LEA's program effectiveness tool* that compares the academic performance of all of the following groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> EL students in the program <input type="checkbox"/> Former ELs who reclassified within the district over time (exited former ELs) <input type="checkbox"/> Never-EL peers

Illinois State Board of Education | Multilingual/Language Development Department

		<p>*An effectiveness tool is used to compile and analyze student data and measure the effectiveness of EL programming so that an LEA may modify the program, if necessary.</p> <p>-An effectiveness tool may include, but is not limited to, learning management software or any other district-selected data-collecting system, that helps the LEA generate a narrative to explain the effectiveness of its programming.</p>
Component 5: General Program		
Item	Rating	Evidence Required
<p>5.1 The student-teacher ratio in self-contained bilingual and ESL classes does not exceed 90% of the average student-teacher ratio in the general program classes for the same grade in the same attendance center as of September 30 of each school year. If the bilingual/ESL class size increases after this date, the ratio does not exceed the average student-teacher ratio in general education classes for the same grade in the attendance center.</p> <p>105 ILCS 5/14C-6; Ill. Admin. Code title 23, 228.30 (b)(1)</p>		<p><input type="checkbox"/> See tab 5.1 on the ISBE Monitoring Excel Template for data that is required.</p> <p><input type="checkbox"/> N/A for preschool programs funded by the Early Childhood Block Grant.</p>
<p>5.2 Students in a TBE program/TPI are placed in classes with students of approximately the same age or grade level. If students of different ages/grade levels are combined in the same class, the LEA uses individualized instructional programs or instruction by ability level to ensure that each student receives instruction appropriate to his/her age or grade.</p> <p>105 ILCS 5/14C-6; Ill. Admin. Code title 23, 228.30 (b)(2); Ill. Admin. Code title 23, 228.30 (b)(3)</p>		<p><input type="checkbox"/> If applicable:</p> <ul style="list-style-type: none"> Three class rosters for self-contained multi-age TBE/TPI classrooms. Include grade level and age of each student. <p><input type="checkbox"/> If applicable:</p> <ul style="list-style-type: none"> Three schedules from different resource teachers showing multi-age pull-out TBE/TPI groups. Include student names, grades, and ages. <p><input type="checkbox"/> If applicable:</p> <ul style="list-style-type: none"> A list of differentiated instructional materials used in multi-age TBE/TPI groups. <p><input type="checkbox"/> If applicable:</p>

Illinois State Board of Education | Multilingual/Language Development Department

		<ul style="list-style-type: none"> • Selections of unit plans used in multi-age TBE/TPI groups. • Selections of unit plans show instruction by ability level to ensure that each student receives instruction appropriate to his/her age or grade. <p><i>Does not apply to departmentalized programs.</i></p>
<p>5.3 High school students receive full credit for courses taken in the TBE program/TPI. Courses count toward promotion and fulfillment of LEA graduation requirements. ESL counts toward English requirement for graduation.</p> <p>Ill. Admin. Code title 23, 228.30 (a)(2)</p>		<p><input type="checkbox"/> Copy of three different transcripts of high school EL students highlighting their ESL credits.</p>
<p>5.4 EL students can participate fully in extracurricular activities.</p> <p>105 ILCS 5/14C-7; Ill. Admin. Code title 23, 228.30 (a)(3); <i>Lau v. Nichols</i>, 414 U.S. 563, 94 S. Ct. 786, 39 L. Ed. 2d 1 (1974)</p>		<p><input type="checkbox"/> Copy of three different extracurricular activity rosters with EL student names highlighted. (These activities include, but are not limited to, sports, clubs, drama, etc.).</p>
<p>5.5 Parents of EL students are provided with appropriate and enough information about extracurricular activities.</p> <p>105 ILCS 5/14C-7; <i>Ill. OCR, Identification of Discrimination and Denial of Services on the Basis of National Origin</i>, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970); <i>Lau v. Nichols</i>, 414 U.S. 563, 94 S. Ct. 786, 39 L. Ed. 2d 1 (1974)</p>		<p><input type="checkbox"/> Copies of three different samples of information related to extracurricular activities provided to all parents:</p> <ul style="list-style-type: none"> • In all home languages of the attendance center. • Examples include, but are not limited to, descriptions, announcements, permission slips, flyers, etc. • Additional possible evidence could include the use of a phone blast system that auto translates text messages, audio messages, or any other digital mode of communication with parents.

Illinois State Board of Education | Multilingual/Language Development Department

		<i>For example: If there is an announcement for soccer, share the soccer flyer in all applicable languages of the attendance center.</i>
<p>5.6 EL students participate fully with their English-speaking classmates in subjects, including art, music, physical education, and others, in which language is not essential to understanding of the subject matter.</p> <p>Ill. Admin. Code title 23, 228.30 (b)(6); <i>Lau v. Nichols</i>, 414 U.S. 563, 94 S. Ct. 786, 39 L. Ed. 2d 1 (1974)</p>		<p><input type="checkbox"/> Copies of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Three different class rosters of specials and/or elective classes. <input type="checkbox"/> Three different grade levels that include EL students. <input type="checkbox"/> Highlight EL students on the rosters in each elective course. <p>Please note: Do not include individual EL class schedules; only include class rosters that show EL students participating with their never-EL peers in electives.</p>
<p>5.7 The LEA's summer school programs provide supplemental language instruction programs for English learners.</p> <p>Ill. Admin. Code title 23, 228.30 (a)(6)</p>		<p><input type="checkbox"/> If applicable: Provide documentation showing supplemental language instruction for ELs in summer school (e.g., certified personnel, list of instructional materials, program/plan).</p> <p><input type="checkbox"/> If applicable: Summer school courses offered for non-EL students and EL students.</p>
<p>Program Facilities (Onsite Only)</p> <p>5.8 Other than for preschool education programs, TBE programs and TPis shall be 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 must 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.</p> <p>105 ILCS 5/14C-6; Ill. Admin. Code title 23, 228.30 (a)(1)</p>		<p><input type="checkbox"/> N/A -- To be reviewed by ISBE onsite.</p>

Illinois State Board of Education | Multilingual/Language Development Department

Component 6: Staff Certification		
Item	Rating	Evidence Required
6.1 All teachers assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers in accordance with state certification. Ill. Admin. Code title 23, 228.35 (a) ; <i>Castañeda v. Pickard</i> , 648 F.2d 989, 1001 (5th Cir.1981)		<input type="checkbox"/> See tab 6.1 on the ISBE Excel Monitoring Template for data that is required.
6.2 All teachers assigned to provide instruction in ESL meet the requirements for ESL or English as a New Language teachers in accordance with state certification. Ill. Admin. Code title 23, 228.35 (b) ; <i>Castañeda v. Pickard</i> , 648 F.2d 989, 1001 (5th Cir.1981)		<input type="checkbox"/> See tab 6.2 on the ISBE Excel Monitoring Template for data that is required.
6.3 The screener is administered only by teachers and other certified LEA staff who have been trained and certified to administer the assessment. The ACCESS for ELLs® is administered only by teachers and other certified LEA staff who have been trained and certified to administer ACCESS for ELLs®. Ill. Admin. Code title 23, 228.35 (e)(4) ; <i>Castañeda v. Pickard</i> , 648 F.2d 989, 1001 (5th Cir.1981)		<input type="checkbox"/> See tab 6.3 on the ISBE Excel Monitoring Template for data that is required.
6.4 Paraprofessionals who support ELs in the program meet requirements for state approval. Paraprofessionals and/or other non-certificated staff provide instruction to EL students under the immediate supervision of a certified teacher who is directly engaged in teaching subject matter. 105 ILCS 5/10-22.34 ; ESSA § 3201(11) ; Ill. Admin. Code title 23, 25.510 (b) ; <i>Castañeda v. Pickard</i> , 648 F.2d 989, 1001 (5th Cir.1981)		<input type="checkbox"/> See tab 6.4 on the ISBE Excel Monitoring Template for data that is required, if applicable.
6.5 Program director meets all requirements. Ill. Admin. Code title 23, 228.35 (d) ; Ill. Admin. Code title 23, 1.783		<input type="checkbox"/> If LEA has fewer than 200 ELs, please attach evidence of eight hours of professional development regarding EL programming from within the last year. <input type="checkbox"/> If LEA has more than 200 ELs and the program director does not have the proper credentials, provide transcripts of 18 credit hours of related coursework as listed in Ill. Admin. Code title 23, 1.783 .
7. Professional Development		
Item	Rating	Evidence Required
7.1 Program staff beginning their initial year of service participate in training activities that will develop knowledge of basic TBE program/TPI requirements. Ill. Admin. Code title 23, 228.35 (e)(2)		<input type="checkbox"/> Meeting agenda(s) and new program staff sign-in forms for training from the past year on TBE program/TPI requirements. (New program staff means anyone in their initial year of service in the district working with EL students.)

Illinois State Board of Education | Multilingual/Language Development Department

		<input type="checkbox"/> If applicable: List of newly hired licensed personnel for the TBE program/TPI from the current fiscal year.
<p>7.2 Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:</p> <p>A) Current research in bilingual education.</p> <p>B) Content-area and language proficiency assessment of English learners.</p> <p>C) Research-based methods and techniques for teaching English learners.</p> <p>D) Research-based methods and techniques for teaching English learners who also have disabilities.</p> <p>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.</p> <p>Ill. Admin. Code title 23, 228.35 (e)(3)</p>		<input type="checkbox"/> Evidence of two training activities from the current fiscal year that address topics related to bilingual education. <ul style="list-style-type: none"> Evidence may include, but is not limited to, meeting agendas, sign-in sheets, CPDUs, invoice of external professional development with accompanying registration forms.
<p>7.3 An LEA that operates a full-time TBE program for students of Spanish language background in kindergarten and/or any of Grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish Language Arts Standards specified in Ill. Admin. Code title 23, 228.40(b)(4) for staff members of that program who are providing instruction in the Spanish language arts.</p> <p>Ill. Admin. Code title 23, 228.35 (e)(5)</p>		<input type="checkbox"/> LEAs with full-time TBE in Spanish only: Evidence from current fiscal year of professional development on Spanish language arts. <ul style="list-style-type: none"> Evidence may include, but is not limited to, meeting agendas, sign in sheets, CPDUs, and invoice of external PD with accompanying registration forms.
<p>7.4 The LEA provides professional development to classroom teachers (including mainstream teachers), administrators, principals, and other personnel involved in the education of English learners to improve the instruction and assessment of EL students <u>and is of sufficient intensity and duration to have a lasting impact on teacher performance</u>. The program does not consist only of one-day workshops and conferences.</p> <p>ESSA § 8101 (42)(B)(ix)</p>		<input type="checkbox"/> List of at least two professional development activities or a professional development plan regarding EL programming being provided to all staff (including teachers, administrators, principals, and other personnel) with dates. <input type="checkbox"/> Evidence of implementation , such as: <ul style="list-style-type: none"> Observation notes. Follow-up emails after the training. Protocols.

Illinois State Board of Education | Multilingual/Language Development Department

		<ul style="list-style-type: none"> Non-teacher specific feedback to staff regarding use of strategies covered in the PD.
Component 8: Parent and Community Participation		
Item	Rating	Evidence Required
8.1 TBE Program Advisory Committee (BPAC) *District Level Only (8.1a-8.1g): a) Consists of parents, legal guardians, TBE teachers, counselors, and community leaders. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)		<input type="checkbox"/> N/A -- This information will be verified by ISBE. Submit evidence for components 8.1c-8.1g.
b) Majority of BPAC is parents with EL children in the TBE program. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)		<input type="checkbox"/> N/A -- This information will be verified by ISBE.
c) Meets four times per year and records and files minutes of meetings. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)(A)(i); Ill. Admin. Code title 23, 228.30 (c)(4)(A)(ii) ESSA § 1112(e)(3)(C)(ii); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)		<input type="checkbox"/> Meeting agenda and meeting minutes. <input type="checkbox"/> Information on meetings for all district parents is sent to EL parents in English and all their home languages.
d) Reviews the LEA's annual program applications (EL-Bilingual Service Plan and EL-Evidence-Based Funding Spending Plan) to the state superintendent of education. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)(A)(iii);		<input type="checkbox"/> Information will be verified by ISBE.
e) Autonomously carries out its affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)(A)(iv)		<input type="checkbox"/> Evidence that the BPAC carries out its affairs autonomously, including, but not limited to: <ul style="list-style-type: none"> A copy of internal rules, guidelines, bylaws, or explanation of procedures, created by the BPAC. Agenda. Minutes. Sign-in sheets.
f) The LEA provides annual training to BPAC members in the areas of 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. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)(B)		<input type="checkbox"/> Meeting agenda and minutes, which include the annual training or proof of attendance at an external training (e.g., PD reservations, invoice, etc.).
g) The LEA implements an effective means of outreach to parents of all EL students to inform parents how they can be involved in the education of their children and be active participants in assisting their children to learn English and achieve high levels		<input type="checkbox"/> Provide evidence of the process that is in place that invites all EL parents to be active participants in the education of their

Illinois State Board of Education | Multilingual/Language Development Department

<p>in core academic subjects and meet the same high state academic standards as all children are expected to achieve.</p> <p>ESSA § 1112(e)(3)(C); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f); U.S. Department of Justice & U.S. Department of Education Dear Colleague Letter: English Learner Students</p>		<p>children (e.g., handbook, website, flyers, phone call logs, invitations, emails, online applications).</p> <p><input type="checkbox"/> Provide evidence and/or documents translated into all home languages* spoken within the LEA.</p> <p><input type="checkbox"/> Provide information of the interpretive sources contracted by LEA.</p> <p><i>*If parents specifically requested all district communication in English, please provide it as evidence.</i></p>
Component 9: Communication with Parents/Parents' Rights		
Item	Rating	Evidence Required
<p>9.1 <u>Notice of Program Enrollment:</u></p> <p>All parents or legal guardians of EL students are notified in writing of their child's placement in a TBE program/TPI no later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program during the school year. The parent notice of enrollment is in English and in the student's home language, to the extent possible.</p> <p>105 ILCS 5/14C-4; Ill. Admin. Code title 23, 228.40 (a)(1); ESSA § 1112(e)(3)(A); ESSA § 1112(4)</p>		<p><input type="checkbox"/> Completed parent notification letters, including dates of enrollment, in English and all home languages of EL students preselected by ISBE*.</p> <p><i>*See ISBE Monitoring Excel Spreadsheet, tab 10.3.</i></p>
<p>9.2 <u>The parent notice of program enrollment is available in English and all home languages spoken by English learner families in the LEA and explains in simple, non-technical language:</u></p> <p>a) The reasons why the child has been placed in and needs the services of the program;</p> <p>105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(i)</p>		<p><input type="checkbox"/> See 9.1 evidence.</p> <p><input type="checkbox"/> Template copies of parent notice of program enrollment in English and all home languages spoken by English learner families in the LEA.</p>
<p>b) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement;</p> <p>105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(ii)</p>		<p><input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.</p>
<p>c) The description of the program; the method of instruction used in the program and in other available offerings of the LEA, including how the program differs from those other offerings in content, instructional goals; and the use of English and native language instruction;</p> <p>105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(iii)</p>		<p><input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.</p>
<p>d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;</p> <p>105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(iv)</p>		<p><input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.</p>

Illinois State Board of Education | Multilingual/Language Development Department

e) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation; 105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(v)		<input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.
f) 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 program is offered at the secondary level; 105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(vi)		<input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.
g) in the case of a child with a disability, how such a program meets the objectives of the Individualized Education Program (IEP) of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); 105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(vii)		<input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.
h) 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, and the right of the parents to have the child immediately removed from the program upon request; 105 ILCS 5/14C-4; ESSA § 1112(e)(3)(A)(viii)		<input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.
i) The right of the parents to visit TBE classes in which their child is enrolled and to come to the school for a conference to explain the nature of the TBE program. 105 ILCS 5/14C-4		<input type="checkbox"/> See 9.1 evidence / template copy of parent notice of program enrollment.
9.3 Parents have notified the school in writing of any decision to withdraw their child from the program or refuse services. 105 ILCS 5/14C-4;		<input type="checkbox"/> If applicable: Copy of parent refusal/withdrawal letters for three different students with signature and date included.
9.4 The LEA has informed parents of the exit of their child prior to the end of three years in the program or the retention of their child in the program longer than three years. 105 ILCS 5/14C-4; Ill. Admin. Code title 23, 228.40 (a)(2)		<input type="checkbox"/> If applicable: Copy of letter to parents about exit services prior to three years for three different students. <input type="checkbox"/> If applicable: Copy of letter to parents about retaining their child in the program longer than three years for three different students.
Component 10: Student Records, Report Cards, and Data Management		
Item	Rating	Evidence Required
10.1 Every LEA shall update its individual student records in SIS no later than June 30 of each year to reflect the following information: a) Whether the student has a language background other than English, as identified via the Home Language Survey; Ill. Admin. Code title 23, 228.20 (a)		<input type="checkbox"/> N/A: ISBE will review data in SIS.
b) Whether the student has been identified as an English learner based on the results of the prescribed screening instrument or procedures, as applicable, or the English		<input type="checkbox"/> N/A: ISBE will review data in SIS.

Illinois State Board of Education | Multilingual/Language Development Department

language proficiency assessment discussed in Section 228.15(e) or Section 228.25(b) ; and Ill. Admin. Code title 23, 228.20 (b)		
c) The home language, birth date, and grade or achievement level of the student identified as an English learner. Ill. Admin. Code title 23, 228.20 (c)		<input type="checkbox"/> N/A: ISBE will review data in SIS.
10.2 Report Cards: a) Are sent in the same manner and frequency as progress reports sent to all students in the LEA; Ill. Admin. Code title 23, 228.40 (c)(1)		Per attendance center monitored: <input type="checkbox"/> One report card of a general education student (non-EL). <input type="checkbox"/> One report card of an EL student.
b) Are available in English and in the student's home language unless a student's parents or legal guardians agree in writing to waive this requirement; Ill. Admin. Code title 23, 228.40 (c)(1)(c)		<input type="checkbox"/> Copy of a report card in <u>all</u> languages spoken within the LEA. If applicable: <input type="checkbox"/> If a parent requests an English-only report card and waives their right to a translated version, please provide a copy of the signed/dated parent request ONLY for each report card language that is not provided by the LEA.
c) Indicate student's progress in the program and in the general program of instruction; Ill. Admin. Code title 23, 228.40 (c)(1)(a)		Progress reports for three EL students demonstrating: <input type="checkbox"/> English Language Acquisition progress. • This can be a separate EL progress report or it can be information included on a report card. <input type="checkbox"/> If applicable (progress reports are a separate document): Corresponding report cards for the same three students above.
d) Indicate when the student has successfully transitioned from the program by meeting exit criteria unless that information has been reported separately in writing to the parents/guardian. Ill. Admin. Code title 23, 228.40 (c)(1)(b)		<input type="checkbox"/> Three copies of report cards that indicate student's transition from the EL program.

Illinois State Board of Education | Multilingual/Language Development Department

		N/A if exit information has been reported separately in writing to the parents/guardian.
<p>10.3 Student Records contain the following information:</p> <p>a) A completed HLS. Ill. Admin. Code title 23, 228.15(d); Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<p>Three preselected EL cumulative folders per attendance center in the LEA:</p> <p><input type="checkbox"/> Pre-selected students by ISBE.</p> <p><input type="checkbox"/> EL section only of cumulative folder.</p> <p><input type="checkbox"/> All documents shall be in English and the students home language unless parent waivers are submitted in cumulative folder. [See 10.3g and 10.3h.]</p> <p>*Submit evidence for components 10.3a-10.3h for each selected student.</p> <ul style="list-style-type: none"> • See tab 10.3 on the ISBE Excel Monitoring Template for which students were pre-selected by ISBE.
<p>b) Program entry/exit information. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<input type="checkbox"/> See 10.3 evidence.
<p>c) Annual English language proficiency assessment scores. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<input type="checkbox"/> See 10.3 evidence.
<p>d) Results from the prescribed screening instrument. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<input type="checkbox"/> See 10.3 evidence.
<p>e) Rationale for a student's placement into a part-time program. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<input type="checkbox"/> See 10.3 evidence.
<p>f) Documentation of conferences and written communication with parents or legal guardians, including written decisions to withdraw their children from the program, consent to exit their child prior to the end of three years in the program, or consent to retain their child in the program longer than three years. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<p><input type="checkbox"/> Parent communication (in English and home language)</p> <p><input type="checkbox"/> Documentation of conferences.</p> <p><input type="checkbox"/> Written communication with parents or legal guardians.</p> <p>If applicable:</p> <p><input type="checkbox"/> Parent-initiated written decisions to withdraw their children from the program.</p> <p><input type="checkbox"/> Parents' written consent to exit their child prior to the end of three years in the program.</p>
<p>g) Parents' report card waiver.</p>		If applicable:

Illinois State Board of Education | Multilingual/Language Development Department

<p>If applicable: Parent-initiated written request to waive their right to receive report card in their home language. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<p><input type="checkbox"/> <u>Parent-initiated</u> letter, email, note, text message, etc. requesting English-only report cards. <input type="checkbox"/> Dated and signed by parents.</p>
<p>h) Home Language Communication Waiver. If applicable: Parent-initiated written request to waive their right to receive communication from LEA in their home language. Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<p>If applicable: <input type="checkbox"/> <u>Parent-initiated</u> letter, email, note, text message, etc. requesting English-only communication. <input type="checkbox"/> Dated and signed by parents.</p>
Component 11: Dually Identified Students (Special Education & English Learners)		
Item	Rating	Evidence Required
<p>11.1 <u>Evaluation</u>: The language used to evaluate a student was consistent with the student's home/primary language and the evaluation process was nondiscriminatory with respect to student's culture. 34 CFR 100.3; Ill. Admin. Code title 23, 226.150</p>		<p>For Three Different Students: <input type="checkbox"/> Copy of completed ISBE 34-57BC: Parent/Guardian Consent for Evaluation - Identification of Needed Assessments forms for students identified as English learners or three completed equivalent documents. <input type="checkbox"/> Copy of sets of evidence, such as relevant pages from three different dually identified students' evaluations or reevaluations showing that the students were evaluated in their home language, or the district implemented either bilingual or nonlinguistic assessment procedures.</p>
<p>11.2 <u>Provision of Interpreters</u>: An LEA is required to provide an interpreter to participate in all IEP meetings to assist parents whose home language is other than English. Ill. Admin. Code title 23, 226.530</p>		<p><input type="checkbox"/> Three copies of page 1 of an EL student's IEP showing parent's language/mode of communication other than English and showing an interpreter listed in the Participants' Information section.</p>
<p>11.3 Procedural safeguards, consent forms, and IEP conference notices must be provided in parents' home language. 34 CFR 300.503; 34 CFR 300.504; Ill. Admin. Code title 23, 226.500; Ill. Admin. Code title 23, 226.510</p>		<p><input type="checkbox"/> Copies of conference notices sent home in all home languages of dually identified students in the district, sent to parents whose home language is other than English, if applicable.</p>

Illinois State Board of Education | Multilingual/Language Development Department

		<input type="checkbox"/> Copies of procedural safeguards in all home languages of dually identified students, if applicable. <input type="checkbox"/> Copies of consent form notices in all home languages of dually identified students sent to parents whose home language is other than English, if applicable. <i>If applicable:</i> <input type="checkbox"/> If a parent of a dually identified student requests English-only communication and waives their right to translated documents, please provide a copy of the signed/dated parent request ONLY for each set of documents referenced above in the home language(s) not provided by the LEA.
11.4 Assessment: An IEP document for an English learner must include information on ACCESS® or Alternate ACCESS and list appropriate assessment accommodations. Ill. Admin. Code title 23, Section 226.230 (a)(2)		<input type="checkbox"/> Copy of three different State Assessment of English Language Proficiency pages of the IEP document for dually identified students with ACCESS® or Alternate ACCESS information and listing accommodations, if applicable.
11.5 Linguistic and Cultural Accommodations: An IEP document for an English learner must address student’s linguistic and cultural accommodations. Ill. Admin. Code title 23, Section 226.140		<input type="checkbox"/> Copy of three different IEP pages from three different students listing linguistic and cultural accommodations for dually identified students.
Component 12: Title III (For Districts with Title III Language Instruction Educational Programs and/or Immigrant Student Education Programs Only)		
Item	Rating	Evidence
12.1 Inventory: (a) All equipment purchased with federal Title III funding is properly labeled and inventoried. For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by: I. Type/description;		<input type="checkbox"/> If applicable: Historical inventory list of all equipment purchased for \$500 or more and a record of last physical verification of location of items ensuring it is where EL services are provided and not in general education classroom.

Illinois State Board of Education | Multilingual/Language Development Department

<p>II. Model/name; III. Serial number; IV. Funding source; V. Acquisition date; VI. Cost; VII. Location; VIII. Title holder; IX. Current condition; and X. Transfer, replacement, or disposition of obsolete or unusable equipment.</p> <p>(b) Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. 2 CFR § 200.313(d)(1); 2 CFR § 200.313(d)(2)</p>		<p><input type="checkbox"/> ISBE will review onsite to ensure equipment purchased with Title III funds is only used with ELs and/or immigrant students, not in general education classrooms and/or general education students.</p>
<p>12.2 Supplement, Not Supplant with Title III: Title III federal funds are used for necessary, reasonable, and allowable costs that benefit English learners and, when applicable, immigrant children and youth and so as to supplement the level of federal, state, and local funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such federal, state, and local funds. ESSA § 3115(g)</p>		<p><input type="checkbox"/> A list of purchased standard and supplemental instructional materials for all courses in which ELs and/or immigrant students are enrolled, for all grades, with the funding sources.</p> <p><input type="checkbox"/> ISBE will review onsite to ensure materials purchased with Title III funds are only used with ELs and/or immigrant students, not in general education classrooms and/or general education students.</p>
<p>12.3 The LEA facilitates meaningful and timely consultation with area private schools regarding the participation of EL and/or immigrant students, their teachers, or other educational personnel in Title III programming. ESSA § 8501(c)</p>		<p><input type="checkbox"/> ISBE will review Title III Intent to Apply nonpublic consultation forms.</p> <p><input type="checkbox"/> If applicable: Invitations/letters, agendas, sign-ins, minutes from consultation.</p> <p><input type="checkbox"/> If applicable: Certification/assurances of attendance in consultation.</p> <p><input type="checkbox"/> If applicable: Record of eligible EL and/or immigrant students within each private school.</p> <p><input type="checkbox"/> If applicable: Documentation of identification, assessment, and</p>

Illinois State Board of Education | Multilingual/Language Development Department

		determination of student and, as applicable, teacher need in nonpublic school(s).
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References:

[Illinois School Code ILSC 14C 1-13 Legislation](#)

[Illinois Administrative Code Title 23 Part 228](#)

[Dear Colleague Letter, January 15, 2015 \(Office of Civil Rights\)](#)

[Education and Title VI of the Civil Rights Act of 1964](#)

[Elementary and Secondary Education Act of 1965](#)

[Every Student Succeeds Act](#)

[Guidelines and Equal Educational Opportunities Act of 1974](#)

[US Department of Education- Office of English Language Acquisition- English Learner Toolkit](#)