Compliance Monitoring for English Learner (EL) Programming

New Director Training

September 23, 2026

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Agenda

- Meet the monitoring team
- Benefits of EL program monitoring
- Monitoring resources for districts
- The monitoring process
- How to self-monitor
- Final thoughts

Meet the Monitoring Team



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Meet the Monitoring Team (Continued)



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Benefits of EL Program Monitoring

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Benefits of Monitoring

- Individualized support and collaboration
- Resources and professional development opportunities
- Summary Report to advocate for programming
- Compliance with state rules and regulations

Monitoring Resources for Districts

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Resources for Compliance Monitoring

- Resources for EL compliance monitoring can be found on the Multilingual/Language Development Department website:
  - Compliance Monitoring Manual for Districts
  - ISBE Monitoring Excel Template
  - Desktop/On-Site Local Education Agency (LEA) Self-Assessment Tool
  - EL Cumulative Folder Cover Sheet

Monitoring Manuals

- The Monitoring Manuals give detailed step-by-step information about the monitoring process including:
  - The monitoring timeline
  - District responsibilities
  - On-site visit details
  - What to expect after initial monitoring

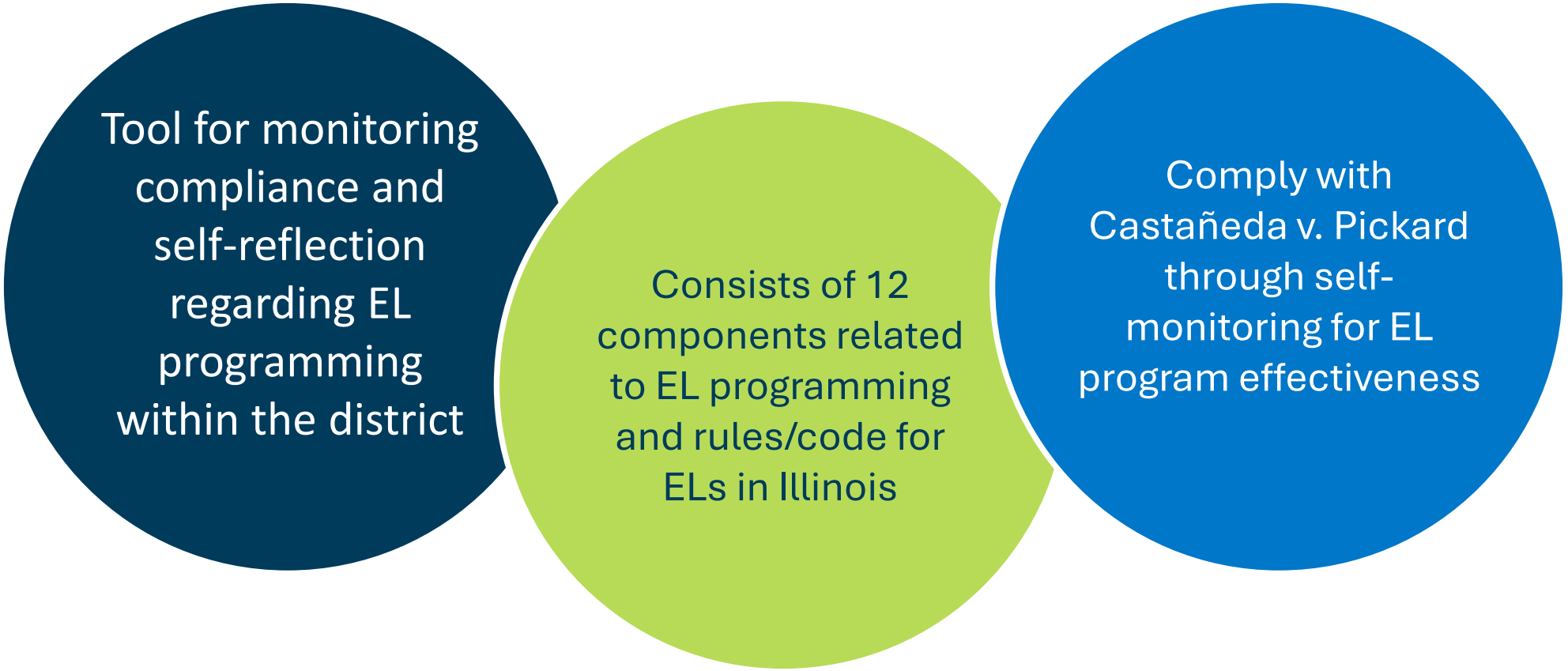
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EL Cumulative Cover Sheet

- **Optional Form**
- Available on our website.
- Includes all the documents required of an LEA for an EL student's cumulative folder.
  - An LEA is still required to maintain student temporary files for **five years** even if a student is no longer with the district.
- Links to rules and school code as well as other important documents in one location.

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The LEA Self-Assessment Tool



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The Monitoring Process Overview

What to Expect

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The EL Monitoring Process Cycle – Initial Monitoring

ISBE Notifies District

- ISBE notifies the LEA via email with notification letter and monitoring documents.
- ISBE & the LEA schedule a virtual meeting to review the process.
- ISBE provides access to OneDrive for uploading evidence.
- LEA has **40 days** to compile evidence.

ISBE Desktop Review

- The Multilingual Department has **40 days** to review evidence submitted by the LEA.
- No evidence, unless requested by the Multilingual Department, will be accepted after the deadline.
- If the monitoring team has questions, they will reach out to the LEA for additional clarification or evidence.

ISBE On-site Visit(s)

- On-site agendas are to be submitted **two weeks** prior to visit(s).
- During the visit ISBE will:
  - Observe EL classrooms
  - Observe native language instruction (as applicable)
  - Conduct confidential 1:1 interviews
  - Check Title III materials/inventory (as applicable)

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The EL Monitoring Process Cycle – Initial Monitoring (Continued)

ISBE Issues Summary Report

- ISBE Multilingual Department provides the LEA with an EL Summary Report.
- Components are either fully implemented and compliant or not fully compliant.
- Components that are not fully compliant need to be addressed by the LEA.

LEA Develops Corrective Action Plan (CAP)

- ISBE encourages the LEA to schedule a virtual meeting to assist with CAP.
- LEA must develop corrective actions and write a narrative within Summary Report under "LEA's Response."
- LEA has 40 days to develop CAP.

ISBE Response to CAP

- Within 40 days, ISBE will respond to CAP.
- Each component will be fully accepted or not fully accepted.
- Items that are not fully accepted receive a narrative.
- ISBE will follow up on any items that were not fully implemented in the future.

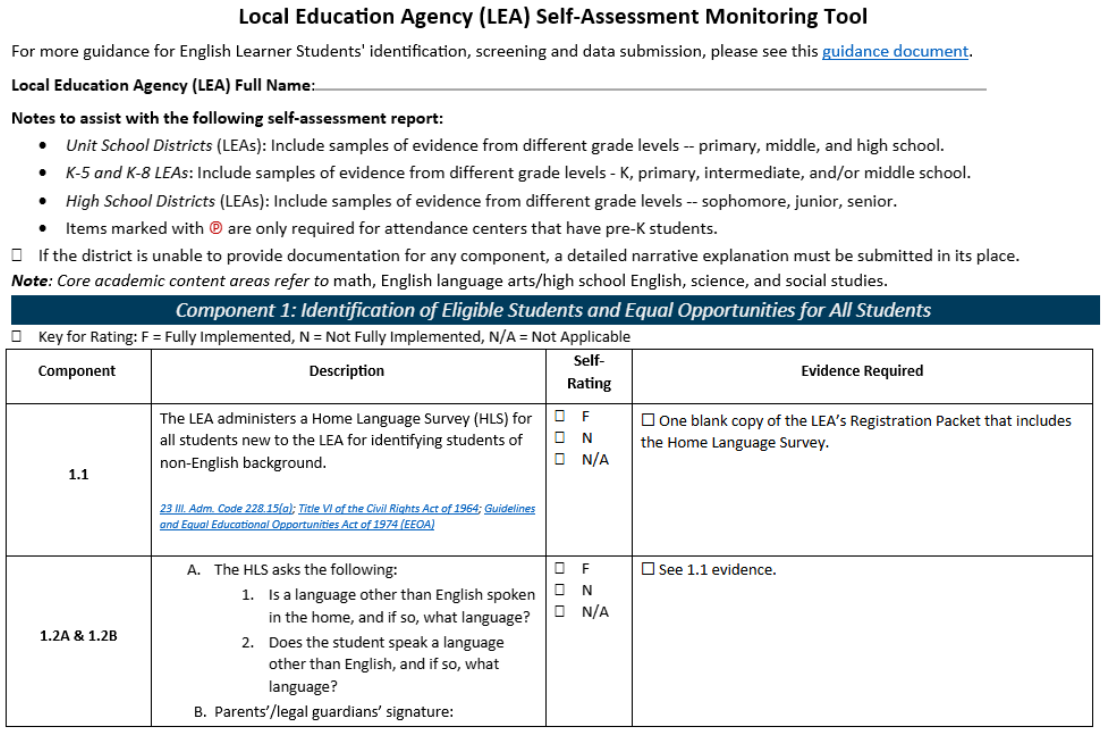
How to Self-Monitor

Use the LEA Self-Assessment

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Using the LEA Self-Assessment Tool

- Review the "Evidence Required" section for all 12 components.
- Reflect on EL programming available in your district:
  - Do we do this?
  - If we don't, how can we start?
- This tool helps you to assess programming in your district.



Local Education Agency (LEA) Self-Assessment Monitoring Tool

For more guidance for English Learner Students' identification, screening and data submission, please see this guidance document.

Local Education Agency (LEA) Full Name: _____

Notes to assist with the following self-assessment report:

- *Unit School Districts* (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school.
- *K-5 and K-8 LEAs*: Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school.
- *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.

☐ If the district is unable to provide documentation for any component, a detailed narrative explanation must be submitted in its place.

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

Component 1: Identification of Eligible Students and Equal Opportunities for All Students

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

Component	Description	Self-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. *23 Ill. Adm. Code 228.15(a); Title VI of the Civil Rights Act of 1964; Guidelines and Equal Educational Opportunities Act of 1974 (EEOA)*	☐ F ☐ N ☐ N/A	☐ One blank copy of the LEA's Registration Packet that includes the Home Language Survey.
1.2A & 1.2B	A. The HLS asks the following: 1. Is a language other than English spoken in the home, and if so, what language? 2. Does the student speak a language other than English, and if so, what language? B. Parents'/legal guardians' signature:	☐ F ☐ N ☐ N/A	☐ See 1.1 evidence.

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Questions?

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Assigned Consultant Listing

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