



Illinois State Board of Education

ENGLISH LEARNER COMPLIANCE MONITORING

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State Bilingual Directors Meeting

Equity • Quality • Collaboration • Community

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INTRODUCTION

- 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 Local Education Agencies.
- Monitoring of program requirements at the local level ensures compliance with regulations and assures the quality of the program and instructional delivery for English Learners.
- Monitoring helps to protect the civil rights of ELs.



INTRODUCTION

- *Lau v. Nichols* – Requires that LEAs take steps to help ELs overcome language barriers and participate meaningfully in educational programs.
- *Plyler v. Doe* – Holds that states and/or LEAs cannot constitutionally deny students a free public education on account of immigration status.
- *Castañeda v. Pickard* - Mandates that programs for ELs be:
 1. Based on sound educational theory.
 2. Implemented effectively with sufficient resources and personnel.
 3. Evaluated to determine whether they are effective.



TOPICS COVERED



Selection Criteria



Monitoring Resources
for Districts



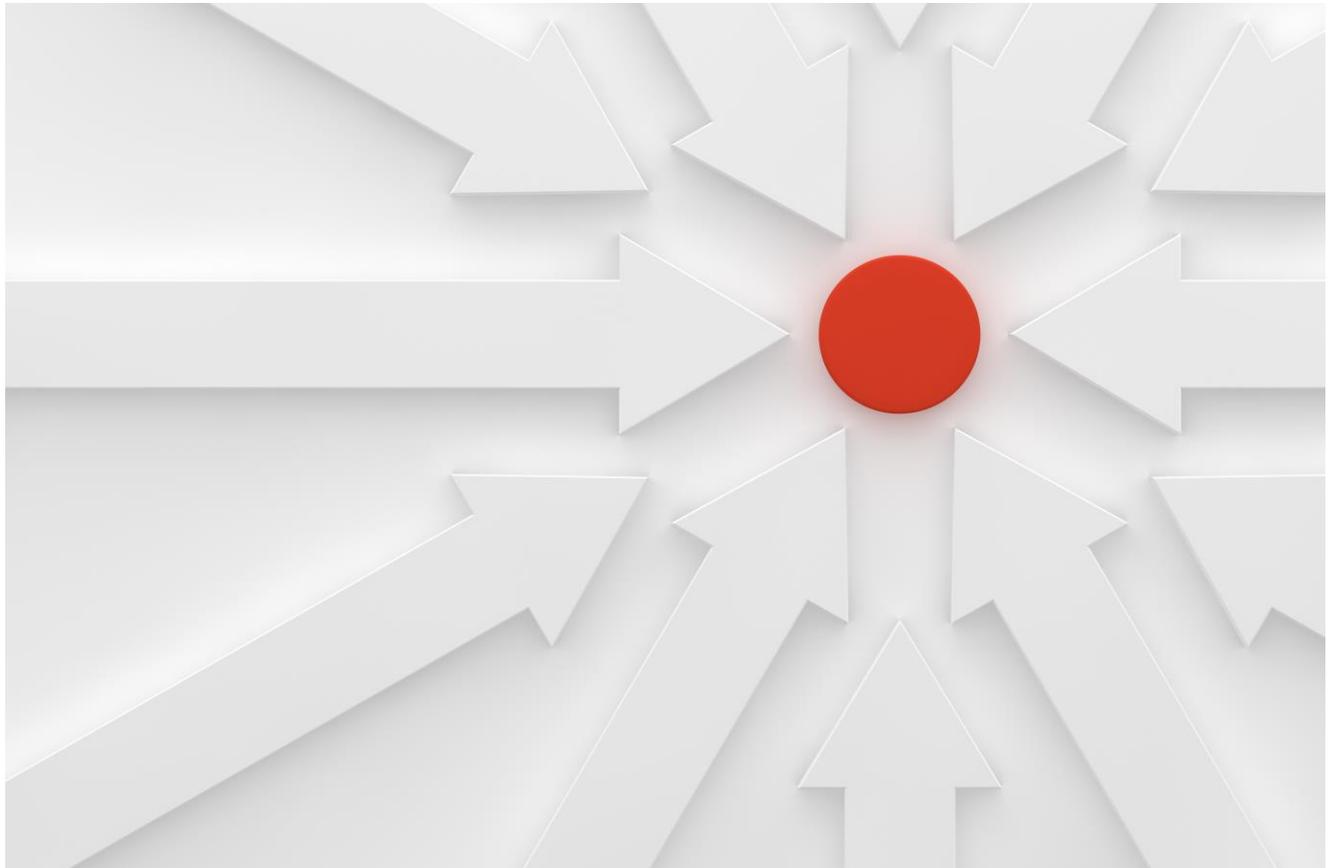
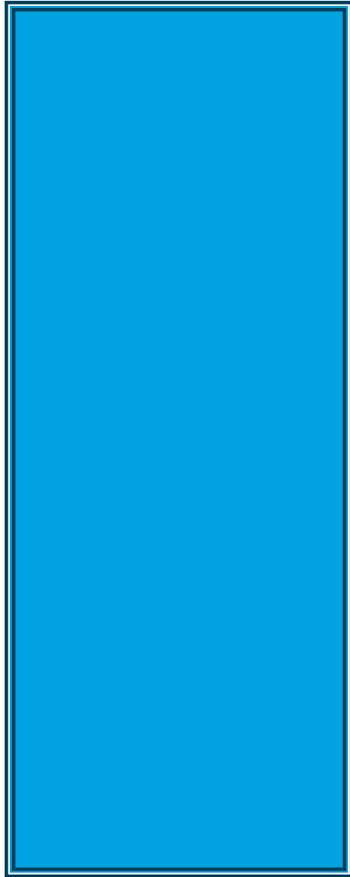
Steps of the
Monitoring Process



Trends and Data from
Last Year



Selection Criteria



SELECTION CRITERIA

- EL progress to proficiency (PtP) scores
- 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
 - Significant amount of carryover funds from EL-EBF

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

EL Progress to Proficiency

- What is EL progress to proficiency?
 - Score used to show that ELs are making sufficient English proficiency growth each year.
 - Used for ESSA accountability on the School Report Card.
 - Is only calculated for ELs who have two years of ACCESS scores, and only for those schools with an n of students with those two years of scores. (Kindergarten doesn't count.)
 - 2022 English Learner Progress to Proficiency (ELPtP) calculation. When the ESSA plan was amended in 2022, it gave all students who were identified as English learners in SY2020-21 an additional year to their timeline.
 - ISBE is using ACCESS data from 2020 as the most recent prior score.

Disproportionality

The incidence of disabilities among English Learners should be similar to the incidence of disabilities among the general population.

% of General Population with IEP	% of ELs with IEP	
14%	14%	Expected
14%	25%	Disproportional
14%	3%	Disproportional

Documentation

- Bilingual Service Plan shows a demonstrated risk for lack of compliance with regulations.
- CDP/BSP/Grant applications consistently late or consistently full of errors.
- Grant Periodic Reports don't match grant applications; grant activities consistently not done.
- Significant and consistent of carryover funds from EL-EBF



Documentation

- Data submitted to SIS doesn't match information shared on plans, reports, or grant applications.
- Complaints from parents, teachers, and community members submitted to ISBE.
- Monitoring by other ISBE departments shows potential areas of concern.

Why did we select these three factors?

District actions can affect these three factors.

Progress to Proficiency

- Academic programming
- EL services

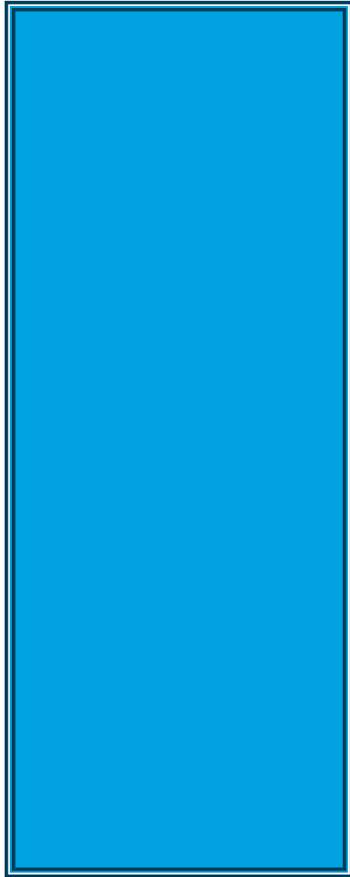
Disproportionality

- Special education identification process

Documentation

- Recordkeeping

Monitoring Resources for Districts



Resources for Monitoring



COMPLIANCE
MONITORING MANUAL
FOR DISTRICTS



MONITORING TEMPLATE



INITIAL MEETING TO WALK
THROUGH ALL THE STEPS
AND ANSWER QUESTIONS



DESKTOP LEA SELF-
ASSESSMENT REPORT



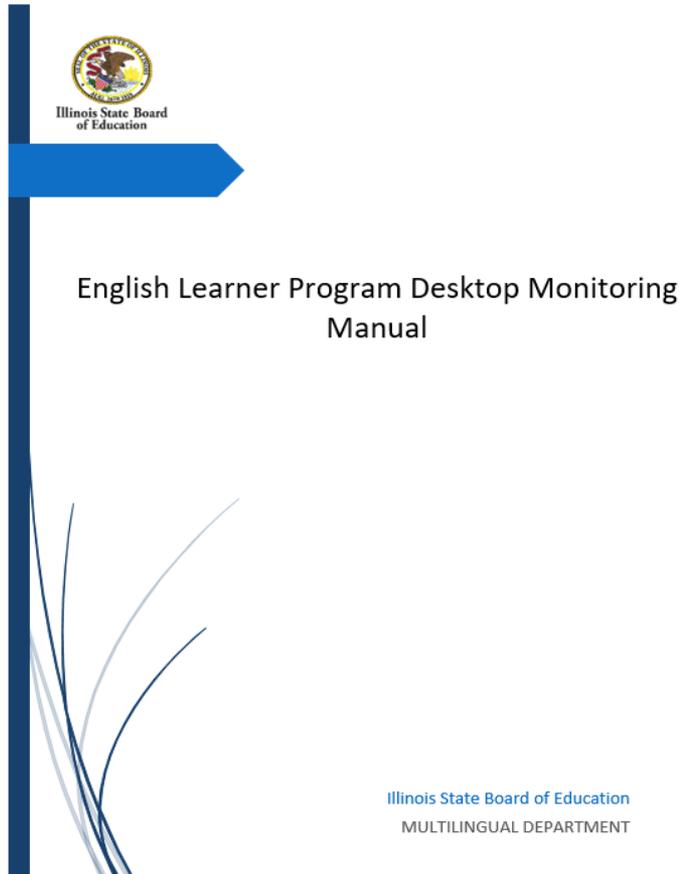
WEBINAR FOR HOW TO
USE MICROSOFT TEAMS
FOR THE MONITORING
PROCESS

[Isbe.net/multilingual](https://isbe.net/multilingual) → Accountability



Illinois
State Board of
Education

Monitoring Manual



- Explains the selection criteria.
- Defines the roles and responsibilities of the district's monitoring coordinator.
- Provides a timeline.
- Explains what to expect at each step of the monitoring process.

Self-Assessment Report

Illinois State Board of Education Multilingual Department		
LEA Self-Assessment Monitoring Report (Desktop)		
Local Education Agency (LEA) Full Name:		
Superintendent:		Program Director and IEIN:
Contact Email and Phone Number:	Date:	
<p>Notes to assist with the following self-assessment report:</p> <p>¹Unit School Districts (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school.</p> <p>²K-5 and K-8 LEAs: Include samples of evidence from different grade levels -- K, primary, intermediate, and/or middle school.</p> <p>³High School Districts (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior.</p> <p>Ⓢ: Items marked with this are only required for attendance centers that have prekindergarten students.</p> <p>*Core academic content areas refer to math, English language arts/English (high school), science, and social studies.</p>		
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)		<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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 as the HLS 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)		<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)		<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 student's or their parents'/guardians' immigration status. Title VI, Civil Rights Act, 1964; 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.

08/2022



Self-Assessment Report

LEA Self-Assessment Monitoring Report (Desktop)		
Local Education Agency (LEA) Full Name:		
Superintendent:	Program Director and IEIN:	
Contact Email and Phone Number:	Date:	
Notes to assist with the following self-assessment report: ¹ <i>Unit School Districts (LEAs):</i> Include samples of evidence from different grade levels -- primary, middle, and high school. ² <i>K-5 and K-8 LEAs:</i> Include samples of evidence from different grade levels -- K, primary, intermediate, and/or middle school. ³ <i>High School Districts (LEAs):</i> Include samples of evidence from different grade levels -- sophomore, junior, senior. Ⓢ: Items marked with this are only required for attendance centers that have prekindergarten students. <i>*Core academic content areas refer to math, English language arts/English (high school), science, and social studies.</i>		
Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable		



Self-Assessment Report

<p>4.4 <input checked="" type="checkbox"/> The 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</p>		<p><input type="checkbox"/> <input checked="" type="checkbox"/> Sections of four different unit plans that provide evidence of Illinois Early</p>
<p>pace with peers in achievement in the core academic content areas. The LEA provides appropriate ESL instructional materials consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs. 105 ILCS 5/14C-11; Ill. Admin. Code title 23, 228.25 (a)(2); Ill. Admin. Code title 23, 228.30 (d);</p>		<p>Learning Standards and Early English Language Development Standards.</p>
<p>4.5 the LEA may have a TPI for each attendance center that has an enrollment of 19 or fewer ELs 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 appropriate ESL instructional materials consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs. 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><input type="checkbox"/> Pages from a unit plan for four different grade levels and core academic content areas (maximum 5 pages per grade level) that show the connection to Illinois Learning Standards and English Development Standards.^{1,2,3}</p> <p><input type="checkbox"/> A list of key ESL instructional materials for core subjects (including, but not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.). (K-12)</p>



Self-Assessment Report

8. Parent and Community Participation		
Item	Rating	Evidence Required
<p>8.1 Bilingual Program Advisory Committee (BPAC) *District Level Only (8.1a-8.1f):</p> <p>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)</p>		<input type="checkbox"/> See tab 8.1 on the <i>ISBE Excel Monitoring Template</i> for data that is required. (You may use the information from the EL-Bilingual Service Plan in IWAS if the Bilingual Parent Advisory Committee [BPAC] section was approved by ISBE.) Submit evidence for components 8.1a-8.1f. ^{1,2,3}
<p>b) Majority of PAC are parents with EL children in the TBE program. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)</p>		<input type="checkbox"/> See tab 8.1 on the <i>ISBE Excel Monitoring Template</i> for data that is required. (You may use the information from the EL-Bilingual Service Plan in IWAS if the BPAC section was approved by ISBE.)
<p>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)</p>		<input type="checkbox"/> Meeting agenda, meeting minutes, and/or sign-in form.
<p>d) Reviews the LEA's annual program application to the state superintendent of education. 105 ILCS 5/14C-10; Ill. Admin. Code title 23, 228.30 (c)(4)(A)(iii);</p>		<input type="checkbox"/> Scanned document with BPAC president's signature.
<p>e) Autonomously carry out their 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)</p>		<input type="checkbox"/> Evidence that the BPAC carries out its affairs autonomously, including, but not limited to, a copy of internal rules, guidelines, or explanation of procedures, agenda, minutes, or sign-in sheets.
<p>f) The LEA provides annual training to PAC 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)</p>		<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.).



Monitoring Template

File Home Insert Page Layout Formulas Data Review View Help

Clipboard Font Alignment Number Styles

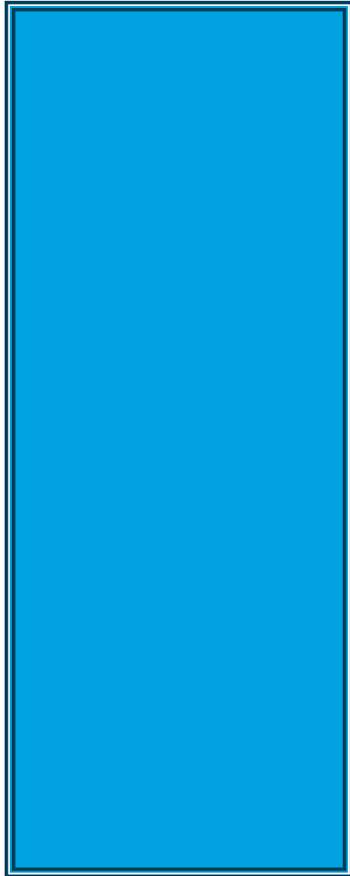
E1 Version Date 08/2022

	A	B	C	D
1	Name of Attendance Center	Grade Level(s) Served	Total Number of EL Students	EL Programs Available
2	Irving Elementary School	Grades K-5	253	Dual Language, TBE, and TPI
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

Attendance Centers Selected 5.1 | 6.1 & 6.2 | 6.3 | 6.4 | 10.4 (EL Students Selected)



Steps in the Monitoring Process



MONITORING PROCESS

1. ISBE and LEA Arrange the Review



2. LEA Submits Evidence and Sends Questionnaires



3. ISBE Reviews Evidence/Conducts Onsite Visits and Provides Summary Report



4. LEA Submits Corrective Action Plan (CAP)



5. ISBE Responds to CAP



6. Follow-up as Needed



Step 1: ARRANGING THE MONITORING 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, Microsoft Teams).
- ✓ Respond to any questions or concerns.

Step 2: COMPILING AND SUBMITTING EVIDENCE

- ❑ **LEA EL program monitoring coordinator compiles and submits evidence to ISBE Multilingual Department (MD) monitor**
- ✓ Before or on due date.
- ✓ Communicate with ISBE MD monitor about any concerns throughout the process.
- ✓ All required evidence submitted using the **correct** means and format.
- ✓ Evidence aligns with critical elements in the Self-Assessment Monitoring Report.
- ✓ A review checklist is provided for district's own use in Appendix A in the EL Program and Title III Monitoring Manual. *(Optional: The purpose is to help the district during the monitoring process.)*

Step 2: COMPILING AND SUBMITTING EVIDENCE

- ❑ **ISBE MD provides districts with questionnaires link**
- ✓ School districts distribute questionnaires to administrators, teachers, other staff, and parents.
- ✓ Questionnaires are anonymous.
- ✓ Two different versions: One for parents, one for staff.

Step 3: EVIDENCE REVIEW

- ❑ **ISBE MD starts desktop review after deadline**
- ✓ All evidence must be submitted in the correct format; otherwise, it will be rejected.
- ✓ Timeframe depends on the size of the LEA, the scope of EL program, evidence documents, questionnaires, and any further findings.
- ✓ Any items submitted after the deadline will not be reviewed.

Step 3: EVIDENCE REVIEW

- ❑ **ISBE MD starts ONSITE review after deadline**
 - ✓ Monitors visit selected schools.
 - ✓ Classroom visits.
 - ✓ In-person interviews of administrators, teachers, and parents.
 - ✓ Possible spot-checks of files.

- ❑ **ISBE MD sends a summary report to the coordinator and superintendent**
 - ✓ The report will include any finding of noncompliance that must be addressed.

Step 4 and Step 5

STEP 4 – 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.

STEP 5 – ISBE RESPONDS TO CORRECTIVE ACTION PLAN

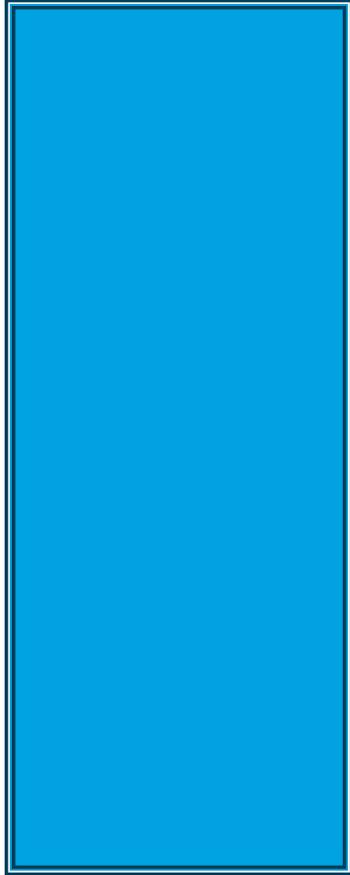
- ❑ **The MD monitor will review the CAP to determine if appropriate corrective actions have been developed**
- ✓ The LEA status may be designated on the CAP elements as follows:
 - **Fully Accepted:** Corrective actions approved for implementation.
 - **Not Fully Accepted:** Corrective actions are not approved for implementation.

Step 6: FOLLOW-UP

- ❑ **ISBE-MD conducts a follow-up**
 - ✓ The LEA is required to demonstrate full compliance with requirements within one year from the date the report is issued.

- ❑ **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.
 - ✓ Possible additional onsite visits to the LEA.

Trends and Data from Last School Year



Trends & Data from Last School Year



23 school districts were monitored this past school year (2021-2022). Six of them were on-site and 17 were desktop.



Sixteen school districts require Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI); seven school districts require TPI only. Nine unit school districts, eight high school districts, and six elementary school districts.



Out of the top ten districts with the highest number of findings, eight were monitored using the desktop method only.

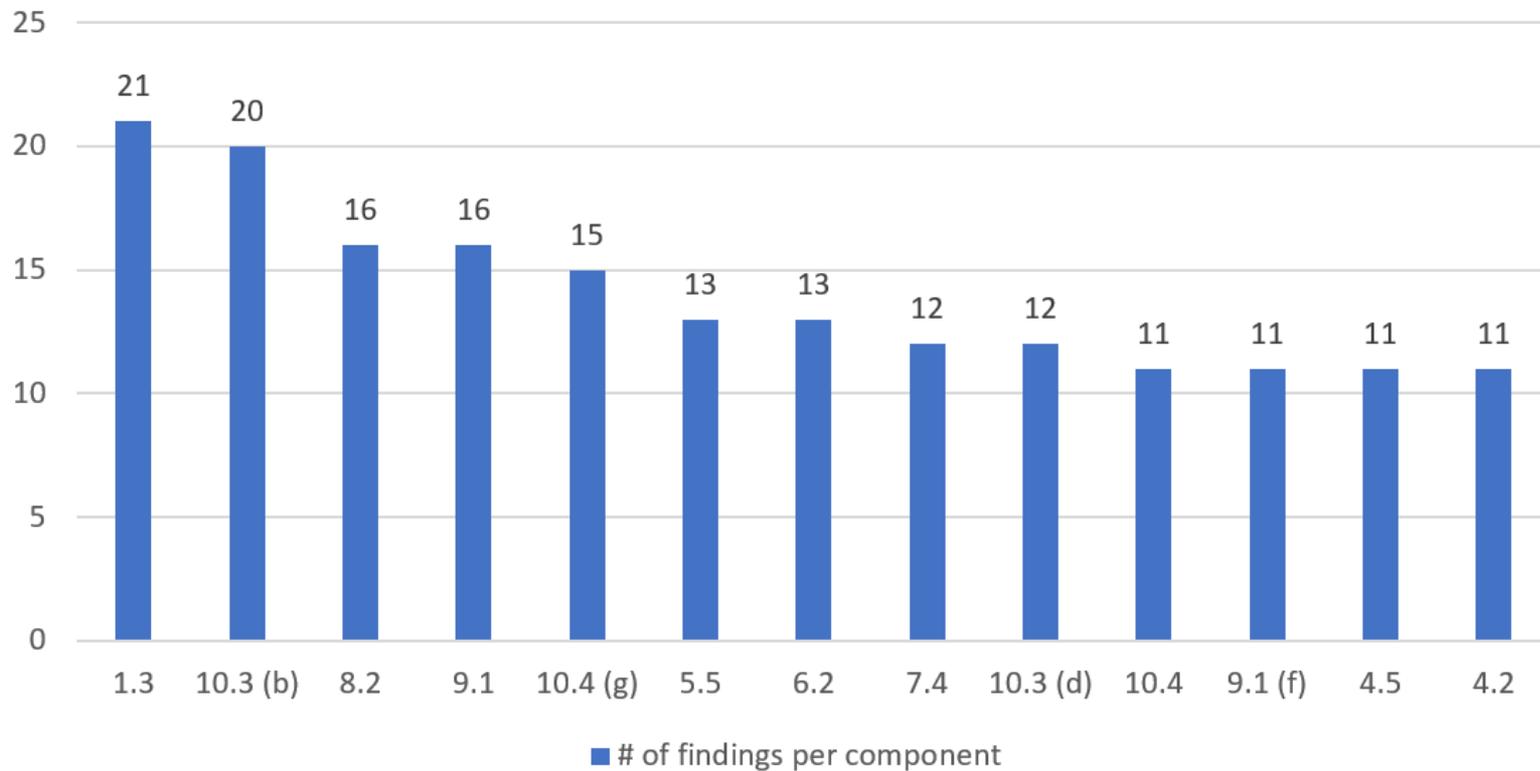


Out of the top 10 districts with the least number of findings, four were monitored using the on-site method. The remaining six were monitored using the desktop method.

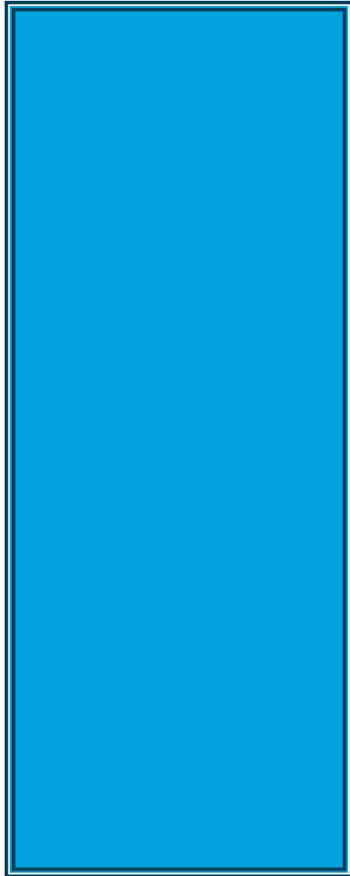


Trends & Data from Last School Year

Top Common Findings per Component



Final Thoughts



Final Thoughts

Selection criteria does not mention Title III.

Compliance monitoring reports and findings are matters of public record.



Final Thoughts – Benefits



Identifies areas where districts are doing well.



Identifies areas of growth.



Added strength for your advocacy efforts.



Monitoring tools can be used by districts for their own self-monitoring efforts.



