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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Serving English Learners Monitoring Checklist** | | | | | | | | | | | | | | |
| Instructions: BMEB staff completes rating, evidence sections, and due date. District/school staff complete Improvement Plan section under YELLOW area(s) and return to BMEB by: (due dates based on this date). | | | | | | | | | | | | | | |
| **Non-Title III Districts. Answer all those questions located in non-shaded boxes.** | | | | | | | **Title III Districts. Answer all questions—both those in non- AND IN GREY-shaded boxes.** | | | | | | | |
| District: | | | | | | | School: | | | | | | | |
| Superintendent: | | | | | | | Principal: | | | | | | | |
| Title III Director: | | | | | | | Date: | | | | | | | |
| **I. DEMOGRAPHIC INFORMATION** | | | | | | | | | | | | | | |
| **1=Non-Compliant, 2=Area of Concern, 3=Meets Expectation, 4=Exceeds Expectation** | | | | | | | | | | | | | | |
| **Item** | | | | **Rating** | **Evidence** | | | | | **District/School Improvement Plan (enter text or attach evidence)** | | | | **Due Date** |
| 1. How many schools are in the district? | | | |  |  | | | | | Click here to enter text. | | | |  |
| 1. What is the district’s total enrollment? | | | |  |  | | | | | Click here to enter text. | | | |  |
| 1. What is the number of EL students enrolled in the school district? | | | |  |  | | | | | Click here to enter text. | | | |  |
| 1. How many reclassified fluent English proficient (RFEP—exited ELs) are in the school district? | | | |  |  | | | | | Click here to enter text. | | | |  |
| 1. What is the number and percent of EL students in special education? | | | |  |  | | | | | Click here to enter text. | | | |  |
| 1. What is the number and percent of EL students in the talented and gifted program? | | | |  |  | | | | | Click here to enter text. | | | |  |
| **II. EL STUDENT PERFORMANCE ON LANGUAGE AND ACADEMIC ACHIEVEMENT** | | | | | | | | | | | | | | |
| **English Language Proficiency Levels—Number of Students** | | | | | | | | | | | | | | |
| **School Level** | **Level 1:**  **Entering** | **Level 2:**  **Emerging** | | | | **Level 3:**  **Developing** | | **Level 4:**  **Expanding** | | | **Level 5:**  **Bridging** | **Level 6:**  **Reaching** | | |
| Elementary |  |  | | | |  | |  | | |  |  | | |
| Middle School |  |  | | | |  | |  | | |  |  | | |
| High School |  |  | | | |  | |  | | |  |  | | |
| **III. IDENTIFICATION AND ASSESSMENT OF EL STUDENTS** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What is the process for administering the language usage survey (LUS)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Where are the LUS forms stored? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What is the process for administering the W-APT (English language proficiency screener)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Where are the W-APT results located? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are all EL students assessed annually for English proficiency (ACCESS for ELLs©)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Is the staff who administers the English language assessment trained and certified? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Is there documented evidence that such training has occurred and that personnel administering ELP assessments can do so competently? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are clear procedures implemented for the collection and dissemination of the ELP test data/results to teachers and parents? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What procedures and policies are in place to address parent dissatisfaction with assessment results? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are procedures in place to ensure that assessment data will be used to make decisions about instruction? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How are decisions monitored and/or impacts measured? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are accommodation procedures in place, known by all staff, and followed (e.g., Student Assistance Team (SAT) determination, implementation in the classroom prior to assessment, documentation of SAT determination)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| **VI. PARENT NOTIFICATION** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What is the timeline for notifying parents of identified ELs of their child’s program placement | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. at the beginning of the school year? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. when students enter during the school year? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Does the district provide annual notification of program placement as required by federal guidelines? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are parent notifications in a language that the parents understand? Do they | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. indicate the reason/s for identifying the student as an EL, including the English proficiency of the student? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. explain the availability and types of program services and other options for EL students? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. specify the exit requirements from an EL program and services available outside the program? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. explain how the EL program or services meets the objectives of the IEP, in the case of a student with a disability? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. make it clear that the EL program and services can be refused? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How does the program specifically help the student learn English and meet academic achievement standards? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How are parents provided an opportunity to engage in a discussion about relevant program options for the EL students? Is this opportunity provided in a culturally and linguistically appropriate manner? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What is the process for identifying the primary language of parents? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Does the school provide parents whose primary language is not English with free and effective language assistance (such as translated materials, appropriate and competent interpreter)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How is the school communicating in a meaningful way with parents who are not English proficient as to all school activities and information sources (e.g., student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events, such as PTA meetings and fund-raising events, etc.)? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What methods (beyond school newsletters) has the district used successfully to engage parents, families, and the community? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What is the protocol to inform parents of their child’s placement and progress in the district’s ESL/ELD (English language development) program? | | |  | | *(May not be necessary for Title III districts)* | | | | | Click here to enter text. | | | |  |
| * 1. How does the district ensure this protocol is followed, with consistency, by all relevant staff? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Does the district have a measurable growth target for English language proficiency? How is language proficiency and student achievement data shared with students, parents, and community? | | |  | | *(May not be necessary for Title III districts)* | | | | | Click here to enter text. | | | |  |
| 1. Are parents notified annually of student progress in English language proficiency and academic achievement? | | |  | | *(May not be necessary for Title III districts)* | | | | | Click here to enter text. | | | |  |
| 1. How are parents provided with ample notification, so they can make well-informed decisions about the participation of their children in the district’s EL/LEP program and/or service? | | |  | |  | | | | | Click here to enter text. | | | |  |
| **V. INFORMATION ON EL PROGRAMS AND/OR SERVICES** | | | | | | | | | | | | | | |
| **Item** | | | Rating | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What is the EL program and/or services that the school/district provides for ELs? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How does this program and/or services address English language proficiency? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How does this program and/or services address academic achievement of ELs? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What percent of EL parents have refused EL program and/or services? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Is the educational approach chosen by the district/school recognized as an effective program? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What is the rationale/research to support the district’s decisions for the program and/or services selected and implemented? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How does the district ensure appropriate implementation of the selected program and/or services? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Does the district have a measurable growth target for English language proficiency? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What are the mechanisms for tracking progress of students’ English language proficiency? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How does the district/schools adjust programmatic and instructional decision-making when district/schools/students are not meeting growth targets within a reasonable length of time? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are there written guidelines and procedures included in the EL program and/or service to ensure that ESL/ELD services are provided to all EL students? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How is staff trained to ensure that EL students are appropriately served by all relevant services for which the student qualifies? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. If a pull-out ESL program is being implemented, is there a written curriculum with scope and sequence for ESL/ELD instruction? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What steps have been taken to ensure that such a curriculum meets the needs of EL students? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Has relevant staff been adequately trained to effectively deliver classroom instruction based on the adopted curriculum? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. How is the impact of such training measured? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. Are adequate and appropriate instructional resources, which include sufficient quantities of resources at the appropriate English proficiency and grade-levels as well as technology, available for EL student use in | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. classrooms? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. libraries? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. labs? | | |  | |  | | | | | Click here to enter text. | | | |  |
| 1. What is the impact of the instructional resources used? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. The process for their evaluation? | | |  | |  | | | | | Click here to enter text. | | | |  |
| * 1. How is their impact measured? | | |  | |  | | | | | Click here to enter text. | | | |  |
| **VI. STAFFING AND PROFESSIONAL DEVELOPMENT** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What are the clearly defined steps taken by the district to recruit effective staff for its ESL/ELD program? | | |  | |  | | | | |  | | | |  |
| 1. Is there a clearly defined process to identify the professional development needs of the staff? | | |  | |  | | | | |  | | | |  |
| 1. How is feedback solicited and from whom? | | |  | |  | | | | |  | | | |  |
| 1. Does the district provide PD for all teachers and other instructional staff to ensure that staff is trained in the EL program and/or services? | | |  | |  | | | | |  | | | |  |
| 1. When was the last PD provided for teachers and staff that was specifically designed to support ELs? | | |  | |  | | | | |  | | | |  |
| 1. How often are PD follow-up and feedback opportunities provided? | | |  | |  | | | | |  | | | |  |
| 1. How does the district ensure that teachers participate in the PD opportunities necessary for improving their effectiveness with ELs? | | |  | |  | | | | |  | | | |  |
| 1. What is the process to evaluate/measure change in teacher knowledge and skill resulting from the PD? (Include a description of the tools to be used in the evaluation.) | | |  | |  | | | | |  | | | |  |
| 1. How does the district measure whether the PD is resulting in the desired change in student performance? | | |  | |  | | | | |  | | | |  |
| **VII. RECLASSIFYING ELS TO RFEP STATUS** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What procedure does the district follow for reclassifying EL students to RFEP (exiting EL) status? | | |  | |  | | | | |  | | | |  |
| 1. What training and how often does staff receive PD regarding these procedures? | | |  | |  | | | | |  | | | |  |
| 1. Are procedures in place to notify classroom teachers of student reclassification from EL to RFEP and guidance regarding the required two-year monitoring period of students from the district’s ELD/ESL program? | | |  | |  | | | | |  | | | |  |
| 1. What access do teachers and relevant staff have to necessary ELP and other student data in a timely manner so that appropriate programmatic and instructional decision-making can occur? | | |  | |  | | | | |  | | | |  |
| 1. How are the district’s procedures for monitoring students who have reclassified to RFEP status and are exited from ELD/ESL services clearly articulated and reported back to teachers? | | |  | |  | | | | |  | | | |  |
| 1. What is the district’s process for annually updating RFEP data and reporting it locally and in STARS? | | |  | |  | | | | |  | | | |  |
| **VIII. EQUAL ACCESS FOR ELS TO OTHER SCHOOL DISTRICT PROGRAMS** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** |
| 1. What is the district’s clearly defined process for identifying students for special education and gifted services who are also EL? | | |  | |  | | | | |  | | | |  |
| 1. Is there a clearly defined description of the process and steps taken by the district/school to ensure that ELs have an equal opportunity to participate in extracurricular—both academic and non-academic activities? How is this documented? | | |  | |  | | | | |  | | | |  |
| 1. How are all parents notified of these activities? | | |  | |  | | | | |  | | | |  |
| **IX. PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT** | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | | **Due Date** | |
| 1. What mechanisms are in place to ensure that the Title III Improvement Plan goals address expected progress in English language development and subject matter instruction?    1. AMAO 1: Making Progress in English    2. AMAO 2: Attaining English Proficiency    3. AMAO 3: Academic Proficiency | | |  | |  | | | | |  | | | |  |
| 1. Have the factors that prevented the district/school from achieving the AMAOs been identified? | | |  | |  | | | | |  | | | |  |
| 1. What procedures were used to identify these factors and were these factors mutually agreed upon? | | |  | |  | | | | |  | | | |  |
| 1. Does the evaluation cover all elements of an ESL/ELD program, including   a. Program and/or service implementation[[1]](#footnote-1) practices?  b. Student performance[[2]](#footnote-2) results? | | |  | |  | | | | |  | | | |  |
| 1. What is the progress on executing your current Title III AMAO Improvement Plan? | | |  | |  | | | | |  | | | |  |
| 1. Do information collection practices support a valid and objective appraisal of program success? For example: | | |  | |  | | | | |  | | | |  |
| * 1. Is the use of observational information considered, including the NMTEACH observation protocol and a review of records? | | |  | |  | | | | |  | | | |  |
| * 1. Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? | | |  | |  | | | | |  | | | |  |
| * 1. Is longitudinal data used for evaluation, which includes comparing data for ELs, RFEPs, and IFEPs in the standard instructional program over time? | | |  | |  | | | | |  | | | |  |
| * 1. Is the data organized and accessible, enabling district/schools/ teachers to evaluate student performance outcomes over time and to follow the performance of students after they have exited from EL status? | | |  | |  | | | | |  | | | |  |
| 1. In the following list, check the data used for evaluating EL programs and/or services: | | | | | | | | | | | | | | |
| Scores on state and local assessments | | | | | | | | | | | | | | |
| Scores on annual English proficiency assessment (ACCESS for ELLs©) | | | | | | | | | | | | | | |
| Grades in content courses | | | | | | | | | | | | | | |
| Retention in grade | | | | | | | | | | | | | | |
| Exit rates for EL status | | | | | | | | | | | | | | |
| Graduation and drop-out rates | | | | | | | | | | | | | | |
| Participation rates in gifted services and advanced courses (such as honors classes, AP courses, etc.) | | | | | | | | | | | | | | |
| Enrollment rates in pre-K, magnet, and other programs | | | | | | | | | | | | | | |
| Participation rates in special education and related services | | | | | | | | | | | | | | |
| Mobility and attendance rates | | | | | | | | | | | | | | |
| Participation rates in extracurricular programs | | | | | | | | | | | | | | |
| Suspension rates | | | | | | | | | | | | | | |
| Participation in college readiness programs such as Avid | | | | | | | | | | | | | | |
| Other indicators of college and career readiness | | | | | | | | | | | | | | |
| **Item** | | | **Rating** | | **Evidence** | | | | | **District/School Plan for Remedy (enter text or attach evidence)** | | | **Due Date** | |
| 1. Is the program evaluation process comprehensive so that the district can determine if the program is effective and identify concerns that require improvement? | | |  | |  | | | | |  | | |  | |
| * 1. If not comprehensive and measurable, how will this be remedied? | | |  | |  | | | | |  | | |  | |
| * 1. Provide a timeline. | | |  | |  | | | | |  | | |  | |
| 1. Has a process been established for designing and implementing programmatic changes in response to concerns identified through the evaluation process? | | |  | |  | | | | |  | | |  | |
| 1. How does this process take into account information provided by stakeholders and persons responsible for implementing recommended changes? | | |  | |  | | | | |  | | |  | |
| 1. Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's EL program and/or services? | | |  | |  | | | | |  | | |  | |
| 1. Is a list of ineffective activities or practices maintained? | | |  | |  | | | | |  | | |  | |
| 1. Is this list of ineffective ideas regularly revisited and reviewed by relevant stakeholders? | | |  | |  | | | | |  | | |  | |
| 1. Are reasons explaining why those activities were not effective provided? | | |  | |  | | | | |  | | |  | |
| 1. What data is used to determine that an activity was effective or ineffective? | | |  | |  | | | | |  | | |  | |
| 1. How are results documented? | | |  | |  | | | | |  | | |  | |
| 1. How are new activities or practices—research- based or research-proven—identified and integrated? | | |  | |  | | | | |  | | |  | |
| 1. Who is charged with researching options? | | |  | |  | | | | |  | | |  | |
| 1. How are these options evaluated and selected? | | |  | |  | | | | |  | | |  | |

1. Program implementation includes identification of potential ELs’ assessment of English language proficiency, serving eligible students, providing appropriate resources consistent with program design and student needs, reviewing number of years student is in the ESL/ELD program, etc. Implementation may also include staff training and evaluating effectiveness of training/professional development through evaluating changes in teacher performance in the classroom as well as through effects on student performance. [↑](#footnote-ref-1)
2. Student performance results include student progress in English language development and academic achievement consistent with the district’s goals. [↑](#footnote-ref-2)