

New Mexico Public Education Department | Language and Culture Division (LCD)

SERVING ENGLISH LEARNERS MONITORING CHECKLIST

District/school staff completes rating and evidence section specific to their schools.

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.	Click here to enter text.	
2. What is the district's total enrollment?		Click here to enter text.	Click here to enter text.	
3. What is the number of EL students enrolled in the school district?		Click here to enter text.	Click here to enter text.	
4. How many reclassified fluent English proficient (RFEP—exited ELs or ever ELs) are in the school district?		Click here to enter text.	Click here to enter text.	
5. What is the number and percent of EL students in special education?		Click here to enter text.	Click here to enter text.	
6. What is the number and percent of EL students in the talented and gifted program?		Click here to enter text.	Click here to enter text.	
7. What is the number and percent of EL students enrolled in advanced placement (AP) or dual-credit courses?				

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						
[insert school here]						

III. IDENTIFICATION AND ASSESSMENT OF EL STUDENTS

Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
8. What is the process for administering the language usage survey (LUS)?		Click here to enter text.	Click here to enter text.	

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9. Is there documented evidence that English Language Proficiency Process Training has occurred and that personnel administering ELP assessment can do so competently?				
10. Where are the LUS forms stored?		Click here to enter text.	Click here to enter text.	
11. What is the process for administering the WIDA Kindergarten or WIDA Screener online?		Click here to enter text.	Click here to enter text.	
12. Where are the WIDA Kindergarten or WIDA Screener online (English language proficiency screener) results located?		Click here to enter text.	Click here to enter text.	
13. Are all EL students assessed annually for English proficiency (ACCESS for ELLs®)?		Click here to enter text.	Click here to enter text.	
14. Is the staff who administers the English language proficiency screeners and assessment trained and certified?		Click here to enter text.	Click here to enter text.	
15. Is there documented evidence that such training has occurred and that personnel administering ELP assessments can do so competently?		Click here to enter text.	Click here to enter text.	
16. Are clear procedures implemented for the collection and dissemination of the ELP test data/results to teachers and parents?		Click here to enter text.	Click here to enter text.	
17. What procedures and policies are in place to address parent dissatisfaction with assessment results?		Click here to enter text.	Click here to enter text.	
18. Are procedures in place to ensure that assessment data will be used to make decisions about instruction?		Click here to enter text.	Click here to enter text.	
19. How are decisions monitored and/or impacts measured?		Click here to enter text.	Click here to enter text.	
20. 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.	Click here to enter text.	

VI. PARENT NOTIFICATION

Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
21. What is the timeline for notifying parents of identified ELs of their child's EL program placement		Click here to enter text.	Click here to enter text.	
a. at the beginning of the school year (within 30 days)?		Click here to enter text.	Click here to enter text.	
b. when students enter during the school year (within two weeks)?		Click here to enter text.	Click here to enter text.	
22. Does the district provide annual notification of EL program placement as required by federal guidelines?		Click here to enter text.	Click here to enter text.	
23. Are parent notifications in a language that the parents understand? Do they		Click here to enter text.	Click here to enter text.	

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a. indicate the reason/s for identifying the student as an EL, including the English proficiency of the student?		Click here to enter text.	Click here to enter text.	
b. explain the availability and types of program services and other options for EL students?		Click here to enter text.	Click here to enter text.	
c. Include the status of the EL students academic achievement?				
d. specify the exit requirements from an EL program and services available outside the primary program?		Click here to enter text.	Click here to enter text.	
e. 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.	Click here to enter text.	
f. make it clear that the EL program and services can be refused?		Click here to enter text.	Click here to enter text.	
g. specify the English language proficiency rate for the prior school year and the average expected time for students to reach proficiency?				
h. include the four-year graduation rate of EL students in the district for the prior school year?				
i. include the extended-year graduation rate of EL students in the district for the prior school year?				
j. specify an EL students current high school four-year graduation rate and the extended-year graduation rate for the prior school year?				
24. How does the EL program specifically help the student learn English and meet academic achievement standards?		Click here to enter text.	Click here to enter text.	
25. 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 responsive manner?		Click here to enter text.	Click here to enter text.	
26. What is the process for identifying the primary language of parents?		Click here to enter text.	Click here to enter text.	
27. 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.	Click here to enter text.	
28. How is the school communicating in a meaningful way with parents who are not proficient in English about 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.	Click here to enter text.	
29. What methods (beyond school newsletters) has the district used successfully to engage parents, families, and the community?		Click here to enter text.	Click here to enter text.	
30. What is the protocol to inform parents of their child's placement and progress in the district's EL program?		Click here to enter text.	Click here to enter text.	

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a.	How does the district ensure this protocol is followed, with consistency, by all relevant staff?		Click here to enter text.	Click here to enter text.	
31.	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?		Click here to enter text.	Click here to enter text.	
32.	Are parents notified annually of student progress in English language proficiency and academic achievement?		Click here to enter text.	Click here to enter text.	
33.	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.	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
34.	What is the EL program and/or services that the school/district provides for ELs?		Click here to enter text.	Click here to enter text.	
35.	How does this program and/or services address English language proficiency?		Click here to enter text.	Click here to enter text.	
36.	How does this program and/or services address academic achievement of ELs?		Click here to enter text.	Click here to enter text.	
37.	What percent of EL parents have refused EL program and/or services?		Click here to enter text.	Click here to enter text.	
38.	Is the educational approach chosen by the district/school recognized as an effective program?		Click here to enter text.	Click here to enter text.	
39.	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.	Click here to enter text.	
40.	How does the district ensure appropriate implementation of the selected program and/or services?		Click here to enter text.	Click here to enter text.	
41.	How does the district integrate growth targets for English language proficiency?		Click here to enter text.	Click here to enter text.	
42.	What are the mechanisms for tracking progress of students' English language proficiency?		Click here to enter text.	Click here to enter text.	
43.	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.	Click here to enter text.	
44.	Are there written guidelines and procedures included in the EL program and/or service to ensure that ESL/ELD (English language development) services are provided to all EL students?		Click here to enter text.	Click here to enter text.	
45.	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.	Click here to enter text.	

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46.	If a pull-out EL program is being implemented, is there a written curriculum with scope and sequence for ESL/ELD instruction?		Click here to enter text.	Click here to enter text.	
47.	What steps have been taken to ensure that such a curriculum meets the needs of EL students?		Click here to enter text.	Click here to enter text.	
48.	Has relevant staff been adequately trained to effectively deliver classroom instruction based on the adopted curriculum?		Click here to enter text.	Click here to enter text.	
49.	How is the impact of such training measured?		Click here to enter text.	Click here to enter text.	
50.	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.	Click here to enter text.	
a.	classrooms?		Click here to enter text.	Click here to enter text.	
b.	libraries?		Click here to enter text.	Click here to enter text.	
c.	labs?		Click here to enter text.	Click here to enter text.	
51.	What is the impact of the instructional resources used?		Click here to enter text.	Click here to enter text.	
a.	The process for their evaluation?		Click here to enter text.	Click here to enter text.	
b.	How is their impact measured?		Click here to enter text.	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
52.		Click here to enter text.	Click here to enter text.	
53.		Click here to enter text.	Click here to enter text.	
54.		Click here to enter text.	Click here to enter text.	
55.		Click here to enter text.	Click here to enter text.	
56.		Click here to enter text.	Click here to enter text.	
57.		Click here to enter text.	Click here to enter text.	
58.		Click here to enter text.	Click here to enter text.	
59.		Click here to enter text.	Click here to enter text.	

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60.	How does the district measure whether the PD is resulting in the desired change in student performance?		Click here to enter text.	Click here to enter text.	
61.	What does the district do to ensure PD is of sufficient intensity and duration?				
VII. RECLASSIFYING ELS TO RFEP STATUS					
	Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
62.	What procedure does the district follow to document reclassifying EL students to RFEP (exiting EL) status?		Click here to enter text.	Click here to enter text.	
63.	What training and how often does staff receive PD regarding these exit procedures?		Click here to enter text.	Click here to enter text.	
64.	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 EL program?		Click here to enter text.	Click here to enter text.	
65.	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?		Click here to enter text.	Click here to enter text.	
66.	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?		Click here to enter text.	Click here to enter text.	
67.	What is the district's process for annually updating RFEP data and reporting it locally (student information system) and in Nova?		Click here to enter text.	Click here to enter text.	
VIII. EQUAL ACCESS FOR ELS TO OTHER SCHOOL DISTRICT PROGRAMS AND EQUITABLE SERVICES					
	Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
68.	What is the district's clearly defined process for identifying students for special education and gifted services who are also EL?		Click here to enter text.	Click here to enter text.	
69.	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?		Click here to enter text.	Click here to enter text.	
70.	How are all parents notified of these activities?		Click here to enter text.	Click here to enter text.	
71.	Did the district consult with private schools' officials about the provision of equitable services?		Click here to enter text.	Click here to enter text.	
a.	Did the district ensure that services made available for the provision of equitable services are used only for allowable purposes?		Click here to enter text.	Click here to enter text.	
b.	Did the district ensure that supplies and equipment purchased as part of the provision of equitable services are tracked and remain in the control of the district?		Click here to enter text.	Click here to enter text.	

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IX. PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT

Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
72. What mechanisms are in place to ensure that the district or school addresses expected progress in English language development and content instruction?		Click here to enter text.	Click here to enter text.	
73. What are the factors that prevented the district/school from achieving increased EL progress?		Click here to enter text.	Click here to enter text.	
74. What procedures were used to identify these factors and were these factors mutually agreed upon?		Click here to enter text.	Click here to enter text.	
75. Does the evaluation cover all elements of an EL program, including:		Click here to enter text.	Click here to enter text.	
a. integrated ELD?		Click here to enter text.	Click here to enter text.	
b. designated ELD?		Click here to enter text.	Click here to enter text.	
76. Do information collection practices support a valid and objective appraisal of program success? For example:		Click here to enter text.	Click here to enter text.	
a. Is the use of observational information considered, including the Elevate NM observation tool and a review of records?		Click here to enter text.	Click here to enter text.	
b. Is appropriate data maintained so that the success of district or school programs can be measured in terms of student performance?		Click here to enter text.	Click here to enter text.	
c. Is longitudinal data used for evaluation, which includes comparing data for ELs, RFEPs, and IFEPs in the standard instructional program over time?		Click here to enter text.	Click here to enter text.	
d. 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?		Click here to enter text.	Click here to enter text.	
77. In the following list, check the data used for evaluating EL programs and/or services:				
<input type="checkbox"/> Scores on state and local assessments				
<input type="checkbox"/> Scores on annual English proficiency assessment (ACCESS for ELLs)				
<input type="checkbox"/> Grades in content courses				
<input type="checkbox"/> Retention in grade				
<input type="checkbox"/> Exit rates for EL status				
<input type="checkbox"/> Graduation and drop-out rates				
<input type="checkbox"/> Participation rates in gifted services and advanced courses (such as honors classes, AP courses, etc.)				
<input type="checkbox"/> Enrollment rates in pre-K, magnet, and other programs				
<input type="checkbox"/> Participation rates in special education and related services				
<input type="checkbox"/> Mobility and attendance rates				
<input type="checkbox"/> Participation rates in extracurricular programs				
<input type="checkbox"/> Suspension rates				

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<input type="checkbox"/> Participation in college readiness programs such as Avid				
<input type="checkbox"/> Other indicators of college and career readiness				
Item	Rating	Evidence	District/School Plan for Remedy (enter text or attach evidence)	Due Date
78. Is the program evaluation process comprehensive so that the district or school can determine if the program is effective and identify concerns that require improvement?		Click here to enter text.	Click here to enter text.	
a. If not comprehensive and measurable, how will this be remedied?		Click here to enter text.	Click here to enter text.	
b. Provide a timeline.		Click here to enter text.	Click here to enter text.	
79. Has a process been established for designing and implementing programmatic changes in response to concerns identified through the evaluation process?		Click here to enter text.	Click here to enter text.	
80. How does this process take into account information provided by stakeholders and persons responsible for implementing recommended changes?		Click here to enter text.	Click here to enter text.	
81. 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?		Click here to enter text.	Click here to enter text.	
82. Is a list of ineffective activities or practices maintained?		Click here to enter text.	Click here to enter text.	
83. Is this list of ineffective ideas regularly revisited and reviewed by relevant stakeholders?		Click here to enter text.	Click here to enter text.	
84. Are reasons explaining why those activities were not effective provided?		Click here to enter text.	Click here to enter text.	
85. What data is used to determine that an activity was effective or ineffective?		Click here to enter text.	Click here to enter text.	
86. How are results documented?		Click here to enter text.	Click here to enter text.	
87. How are new activities or practices—evidence- based or research-proven—identified and integrated?		Click here to enter text.	Click here to enter text.	
88. Who is charged with researching options?		Click here to enter text.	Click here to enter text.	
89. How are these options evaluated and selected?		Click here to enter text.	Click here to enter text.	