

ILLINOIS STATE BOARD OF EDUCATION
English Language Learning Division
100 West Randolph, Suite 14-300
Chicago, Illinois 60601

TBE/TPI/Title III District Self-Monitoring Checklist for 2009-2010

DATE OF REPORT	TELEPHONE (Include Area Code)
SCHOOL DISTRICT NAME AND NUMBER	FAX (Include Area Code)
TBE/TPI/TITLE III PROGRAM DIRECTOR CONTACT	E-MAIL ADDRESS

DIRECTIONS: Check below the funding received by your district and respond to all items on the checklist associated with that funding. All items apply to TBE/TPI funding unless otherwise indicated.

FUNDING: TBE TPI LIPLEPS (TITLE III) IEP (TITLE III)

	IN PLACE	NOT IN PLACE	NEED TECHNICAL ASSISTANCE
REQUIREMENTS TO BE REVIEWED			
A. IDENTIFICATION OF STUDENTS OF A NON-ENGLISH BACKGROUND			
Home Language Survey (23 IL Adm. Code 228.15). The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of a non-English background.			
The HLS asks the following:			
• Is a language other than English spoken in the home, and if so, which language? _____			
• Does the student speak a language other than English, and if so, which language? _____			
The HLS is available in English, and if feasible, in the student's home language.			
The HLS provides a space for the parents/legal guardians to sign.			
The HLS is placed in the student's temporary records.			
B. STUDENT ASSESSMENT			
1. Program Entry (23 IL Adm. Code 228.15). Within thirty days of the student's enrollment, the district administers the individual English language proficiency assessment prescribed by ISBE to each student identified through the HLS as having a non-English background for the purpose of determining program eligibility.			
Students who score below the state-defined minimum for English proficiency on the ACCESS screener (W-APT) are eligible for services, and placed in a TBE/TPI program.			
2. Annual Examination (23 IL Adm. Code 228.25)(NCLB Title III, 20 USC 6826 (d) (2))			
All ELL students in grades K-12 are assessed annually in listening, speaking, reading and writing using ACCESS for ELLs. This includes each student identified as ELL at any time since 2006 but not enrolled in a TBE/TPI program (e.g. a student whose parent chose to withdraw him/her from the program). Students are assessed until they achieve a "proficient" level on ACCESS.			
3. Program Exit (23 IL Adm. Code 228.25)			
Students exited from the TBE/TPI program have achieved at least a proficient level (level 4 composite score) on ACCESS for ELLs™.			
4. Certified Staff Assess Students.			
The ACCESS for ELLs assessment and the W-APT screener are administered only by teachers and other school district staff who are certified to administer ACCESS.			
5. TITLE III ONLY: Program monitors the performance of students for two years after they exit the program.			
C. PARENTS' RIGHTS NOTICES TO PARENTS (23 IL Adm. Code 228.40)			
1. Notice of Program Enrollment			
All parents or legal guardians of students are notified of their child's placement in a TBE/TPI/Title III program 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 middle of the school year.			
Notice is in English and in the student's home language and contains the following information:			
• The reasons why the child has been placed in the program.			
• The child's level of English proficiency, how the level was assessed and the child's current level of academic achievement.			
• The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction.			
• How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and meet academic achievement standards for grade promotion and graduation,			
• The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate.			
• How the program meets the objectives of the child's individual education plan (IEP), if applicable.			

REQUIREMENTS TO BE REVIEWED		IN PLACE	NOT IN PLACE	NEED TECHNICAL ASSISTANCE
	<ul style="list-style-type: none"> 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. 			
	<ul style="list-style-type: none"> The right of the parents to have the child immediately removed from the program on request. 			
	<ul style="list-style-type: none"> The right of the parents to visit TBE/TPI/Title III classes in which their child is enrolled and to come to school for a conference to explain the nature of transitional bilingual education. 			
2.	Notice of Early Program Withdrawal			
	District has obtained written consent from parents to exit their child prior to the end of three years in the program.			
3.	Notice of Program Services Beyond Three Years			
	District has obtained written consent from parents to retain their child in the program longer than three years.			
4.	Parent Withdrawal			
	Parents have notified the school in writing of any decision to withdraw the child from the program.			
D. PROGRAM COMPONENTS				
1.	Transitional Bilingual Education (TBE) Programs (23 IL Adm. Code 228.25 and 228.30)			
	The district has a TBE program for each attendance center that has an enrollment of 20 or more limited English proficient students of the same language classification.			
	All full-time TBE programs incorporate the required program components including: Instruction in subjects required by law or by the district in the student's home language and in English; English as a second language; and instruction in the history and culture of student's native land and of the U.S.			
	All part-time TBE programs include daily instruction in home language and English based on the educational needs of the student.			
	Students are placed in part-time TBE programs based on the following:			
	<ul style="list-style-type: none"> English language proficiency assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. 			
	<ul style="list-style-type: none"> District staff considered the student's proficiency in the home language; prior performance in English coursework; current academic performance; and other factors such as age, disability and cultural background. 			
2.	Transitional Program of Instruction (TPI) (23 IL Adm. Code 228.25 and 228.30)			
	The district has a TPI program for each attendance center with an enrollment of 19 or fewer ELL students of the same language classification.			
	The structure of the TPI program is determined by the students' proficiency in English and designed to enable students to keep pace with peers in achievement in the core academic content areas.			
E. Program Components - Standards Aligned Curriculum (NCLB, Title III 20 USC 6826 (d)(3)(4))				
	The program curriculum is aligned to the Illinois English language proficiency standards.			
	The curriculum in the content areas is aligned to the Illinois Learning Standards.			
	Programs incorporate approaches and methodologies based on scientifically based research on teaching ELL students.			
F. General Program Requirements (23 IL Adm. Code 228.25, 228.30 and 228.40)				
1.	The student-teacher ratio in bilingual and ESL classes does not exceed 90% of the average student-teacher ratio in the general program classes for the same grade in that 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.			
2.	Placement: Students in TBE/TPI programs 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 district uses individualized instructional programs or instruction by ability level to ensure that each student receives instruction appropriate to his/her age or grade			
3.	Integration: ELL students participate fully with their English-speaking classmates in subjects in which language is not essential to understanding of the subject matter, including art, music, physical education and others.			
4.	Extracurricular Activities: ELL students have the opportunity to participate fully in extracurricular activities.			
5.	High school students receive full credit for courses taken in the TBE/TPI program, and courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirements for graduation.			
6.	Report Cards:			
	<ul style="list-style-type: none"> are sent in the same manner and frequency as progress reports sent to all students in the district. 			
	<ul style="list-style-type: none"> are available in English and in the student's home language (TBE) 			
	<ul style="list-style-type: none"> include student progress in the TBE program and in the general program 			
	<ul style="list-style-type: none"> indicate when the student has met program exit criteria 			
7.	All students receive full credit for program courses taken, and such courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirements for graduation.			
8.	The school district's retention policy addresses LEP students and their needs. LEP students are not retained in their grade level solely because they are limited English proficient.			

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G. Staff Certification Requirements (23 IL Adm. Code 228.10 and 228.30)(Title III, Part A, Subpart I, Sec. 3116 (c))				
1.	Bilingual teachers have either (1) a standard teaching certificate (appropriate to the grade level and subject they teach) with a bilingual approval and/or endorsement, (2) a transitional bilingual certificate (Type 29) endorsed in the language of the students or (3) an international exchange teacher certificate for the grade and subject matter.			
2.	English as a second language teachers in grades K-6 hold either: (1) a valid teaching certificate for the grade they teach with a bilingual approval/endorsement or (2) a Transitional Bilingual Certificate (Type 29) or (3) a valid teaching certificate for the grade they teach with ESL approval/endorsement or (4) an international exchange teacher certification for the grade and subject matter.			
3.	English as Second Language teachers in grades 7-12 hold a valid teaching certificate for the grade they teach with English as a second language approval and/or endorsement.			
4.	Highly Qualified Teachers: All teachers in the program are highly qualified in accordance with state regulations.			
5.	Paraprofessional Staff: All paraprofessionals in the program meet requirements for state approval.			
6.	Program Director (District with 200+ TBE/TPI students): The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and a bilingual approval or endorsement (TBE or TPI program) or an ESL approval or endorsement (TPI program only). Note: Though this requirement went into effect on July 1, 2008 for all new hired administrators and will go into effect on July 1, 2010 for administrators first assigned on or before June 30, 2008. Please respond as to the current administrator's qualifications.			
7.	Director of Bilingual Education: The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and meets one of the following:			
	<ul style="list-style-type: none"> Either has a bilingual approval or endorsement (TBE or TPI program) or an ESL approval or endorsement (TPI program only). 			
	<ul style="list-style-type: none"> Or completes two hours of professional development specifically designed to address the needs of ELL students annually. 			
H. Professional Development (23 IL Adm. Code 228.30)				
1.	New program staff participate in training activities that will develop knowledge of basic TBE/TPI program requirements.			
2.	Training activities addressing topics related to bilingual education are provided at least twice yearly to all program staff.			
3.	LIPLEPS Only (Title III, Part A, Subpart I, Sec. 3115 (c)): The program provides professional development to classroom teachers (including mainstream teachers), administrators, principals and other school or community-based organization personnel that is designed to improve the instruction and assessment of LEP students.			
	Professional development is of sufficient intensity and duration to have a lasting impact on teacher performance. Program does not consist of one-day workshops and conferences alone.			
I. Parent Advisory Committee (21 IL Adm. Code 228.30) TBE ONLY				
	The bilingual parent advisory committee meets four times per year.			
	The committee consists of parents, legal guardians, TBE teachers, counselors and community leaders.			
	A majority of the members are parents with children in the program.			
	The district provides annual training to PAC members in the areas of instructional approaches and methods in bilingual education, State and federal laws in relation to students' participation and parents' rights, and accountability measures relevant to bilingual education.			
J. Parent Involvement (Title III, Part C, Sec. 3302 (e)) TITLE III ONLY				
	The district implements an effective means of outreach to parents of LEP students to inform parents how they can be involved in the education of their children, be active participants in assisting their children to learn English and achieve high levels in core academic subjects; and meet the same state academic standards as all children are expected to achieve.			
	The district holds regular meetings and sends parents of LEP students notices of such meetings for the purpose of formulating and responding to recommendations from parents.			
K. Failure to Achieve AMAO TITLE III ONLY				
1.	District uses assessment and evaluation results and data to determine effectiveness of programs and improve services and activities. (Title III, Part A, Subpart 2, Sec. 3121)			
2.	If the district did not make AMAOs for at least two consecutive years, a District Improvement Plan has been developed and implemented. (Title III, Part A, Subpart 2, Sec. 3122 (b))			
3.	Parents or legal guardians of students in a language instruction program or identified for such a program receive notification if the program fails to make progress on the annual measurable achievement objectives (AMAO). Notification is provided no later than 30 days after the failure occurs. (Title III, Part C, Sec. 3302 (b))			

REQUIREMENTS TO BE REVIEWED	IN PLACE	NOT IN PLACE	NEED TECHNICAL ASSISTANCE
L. All Eligible Students are Served (23 IL Adm. Code, 228.20, 228.40)			
District provides language support to all eligible students.			
M. Immigrant Student Count IEP ONLY (Title III, Part C, Sec. 3301 (6))			
District has a data collection system in place to insure that the immigrant student count submitted to ISBE includes only eligible immigrant students.			
N. Student Records (23 IL Adm. Code, 228.40)			
Student files contain the following information:			
• Date of initial assessment and levels			
• Scores of annual assessments			
• Documentation of conferences and written communication to parents			
• Program entry/exit information			
• Rationale for a student's placement into a part-time program, if applicable.			
O. Purchased Equipment (EDGAR 80.32, Part 130 IL Adm. Code)			
All equipment purchased with Title III and State TBE/TPI funding is properly labeled and inventoried.			
P. Administrative Spending Cap LIPLEPS ONLY (NCLB Title III, Part A, Subpart 1, Sec. 3115 (b))			
No more than 2% of the LIPLEPS award amount is spent for administration of the program.			