

Florida Department of Education
2016-2017 Every Student Succeeds Act (ESSA) Monitoring Application
Title III, Part A, Language Instruction for Limited English Proficient (LEP) and Immigrant Students and English
for Speakers of Other Languages (ESOL) for English Language Learners

Compliance Item AIIIA-1: The Local Educational Agency (LEA) shall conduct a needs assessment to determine the essential activities and academic programs proposed in the grant that will result in increased English proficiency and academic achievement of English Language Learners (ELLs).

Section 3214, P.L.107-110

Finding(s)

The LEA should:

- provide evidence/documentation (narrative with data sources) that a needs assessment was conducted, along with the findings, and that the needs assessment was analyzed to prioritize needs.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA conduct its needs assessment for Title III, Part A and/or the Immigrant Children and Youth grant(s)?

- Who is involved in reviewing and prioritizing the results?

Documents to Support Compliance

- Needs Assessment
- Survey data on the number of ELLs, their language proficiency, and academic progress in the LEA to be served
- Narrative that outlines how the needs assessment was conducted, which initiatives, interventions and programs were successful or not and the resulting priorities
- Evidence of data sources used in the needs assessment (i.e., student score results, teacher and parent surveys, etc.)

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Needs Assessment	
Survey Data	
Narrative	
Data Sources	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item AIII-A-2: The LEA reports accurate data to identify ELLs and immigrant children and youth.

Section 3301(6), P.L.107-110

Finding(s)

The LEA should:

- provide documentation that ELLs and immigrant children and youth are correctly identified and reported.
- provide the process used by the LEA and schools to report ELL data.
- maintain the most recent data survey reports.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA ensure that ELLs are identified correctly and effectively?

- How does the LEA ensure that immigrant students are identified correctly and effectively?

- What training is offered by the LEA to ensure that ELL and immigrant data are correctly entered?

Documents to Support Compliance

- Most recent survey data reports
- Home Language Survey (HLS)
- Data reporting procedures for ELLs and immigrants
- Samples of evidence of training for personnel responsible for identifying ELLs and immigrant children and youth (training schedules, sign-in sheets, agendas, etc.)

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Survey Data	
HLS	
Data Reporting Procedures	
Training Information	

Key

0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.

1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item BIIIA-1: The LEA shall ensure that supplementary programs and services implemented with Title III, Part A support ELLs in attaining English language proficiency and acquiring the knowledge and skills needed to meet or exceed the state's academic achievement standards. When funded, the LEA shall ensure the Immigrant Children and Youth grant provides acculturation and enhanced and differentiated instruction for immigrant children and youth.

Section 3115, P.L.107-110

Finding(s)

The LEA should:

- describe programs and activities implemented and evidence of participation rates throughout the school year.
- provide evidence that activities, programs and services described in the grant(s) were fully implemented with fidelity.
- provide evidence of the impact on student progression and overall learning gains

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA monitor progress and verify the learning outcomes resulting from programs and activities in the approved application(s)?

Documents to Support Compliance

- Documentation of participation in programs, services, and activities conducted specifically for ELLs and immigrant students (e.g., sign-in sheets, attendance rosters, formative assessments, participant reactions/evaluations, promotional/event announcements, invitational flyers, registration lists, etc.)

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Program Participation ELLs	
Program Participation Immigrants	
Participant Surveys	
Promotional Announcements	

Key

0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.

1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item BIIIA-2: The LEA shall ensure that the implemented programs and activities are supported by scientifically based research Scientifically Based Research and describe how the programs and activities are expected to improve student academic achievement of ELLs and immigrant children and youth.

Section 3111 (b)(2)(c)(i), P.L.107-110

Finding(s)

The LEA should:

- provide evidence that activities and programs are scientifically research-based.
- provide research sources and review process for materials selection.
- provide evidence of student learning gains (pre- and post-test results).

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA determine that instructional materials and activities are scientifically research-based?
- Have the programs or activities ever been implemented by the LEA in previous years? If yes, to what degree were the programs or activities effective in increasing English language proficiency and/or acculturation? Show progress through data collected.

Documents to Support Compliance

- Samples of research showing the programs used by the LEA to be scientifically research-based (examples may include research on best practices of various instructional methods and models)
- Reports documenting the effectiveness of the program or activity in raising the performance for ELLs or immigrant students, within the LEA or in other LEAs, including trend data, where available

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Research Samples	
Program Effectiveness Reports ELLs	
Program Effectiveness Reports Immigrants	
Trend Data	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item CIIIA-1: LEA shall ensure that Title III, Part A and Immigrant Children and Youth programs coordinate with other state and federal programs, and other local agencies and businesses, as applicable, to serve ELLs and immigrant children and youth.

Section 3214 (g)(1)(c), P.L 107-110

Finding(s)

The LEA should:

- coordinate support services with other state and federal programs in serving ELLs and immigrant students.
- coordinate with local agencies, non-profit organizations, community or faith-based organizations, and businesses as partners in serving the academic needs of ELLs and immigrant students.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA coordinate Title III, Part A with other state and federal programs in providing services to ELLs?
- How does the LEA coordinate the Immigrant Children and Youth grant with other state and federal programs to provide services to immigrant students?
- How does the LEA coordinate Title III, Part A with local agencies or businesses (as applicable)?
- What benefits derived from the collaboration are valuable to ELLs and immigrant children and youth and their families? How many individuals were served?

Documents to Support Compliance

- List of state and federal programs collaborating with Title III, Part A and the Immigrant programs.
- List of collaborative partners, the services they provide, and the population and number served.
- If available, provide records of correspondence or meeting minutes showing joint provision of programs and services.

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Federal Programs List	
State Programs List	
Collaborative Partners List	
Joint Services Records	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item DIIIA-1: The LEA shall comply with all the requirements in section 9501 (regarding participation by private school children, teachers, or other educators).

Sections 3214, 5142, and 9501, P.L.107-110

Finding(s)

The LEA should:

- provide documentation of consultation efforts and planning with private schools.
- provide documentation of schools contacted, services provided to private schools, and the number of ELLs and immigrant students served in those schools.
- provide documentation showing that private schools were included in the development of the Title III, Part A and the Immigrant Children and Youth grants.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA contact private schools to determine participation?
- How does the LEA involve private schools in the needs assessment for the Title III, Part A and the Immigrant Children and Youth grants?
- How are ELLs and immigrant children and youth attending private schools identified and assessed?
- Per section 9501(c), how does the LEA consult with private schools in a timely, meaningful, and ongoing manner to determine the unique needs of ELLs and immigrant children and which services to provide?
- How does the LEA determine that the private schools receiving services are non-profit?
- How does the LEA ensure that the private schools receiving services comply with all appropriate Civil Rights legislation?

Documents to Support Compliance

- Documentation of initial consultation efforts with private school entities (e.g., correspondence, attendance rosters and meeting minutes for consultation(s), HLS, follow-up documentation, etc.)
- Evidence of ongoing consultation and participation, including a list of schools contacted, list of participating schools, number of ELLs and immigrants served in participating schools, and services provided
- Correspondence, flyers, and invitations with Title III, Part A appropriately identified, as applicable
- Needs assessment that includes private school consultation, as applicable

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Initial Consultation	
Ongoing Consultation	
Correspondence	
Needs Assessment	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item GIII-A-1: The LEA shall disseminate information on programs, services, and activities to parents and other stakeholders as described in the approved Title III, Part A grant application for ELLs and the Immigrant Children and Youth grant application.

Sections 3115, 3116, 3302, P.L.107-110

Finding(s)

The LEA should:

- disseminate and circulate advance notices of activities and programs held at convenient times and places for parents and community supported by the approved Title III, Part A and Immigrant Children and Youth grant application(s).
- demonstrate that disseminated communications are in a language the parents or guardians can understand, unless clearly not feasible.
- have a dissemination plan in place that describes how schools and stakeholders are made aware of upcoming programs and activities available through the grant.

Review Question(s) (Please respond to each question in the text box provided.)

- How are the parents and other stakeholders informed of services and programs that are offered through the Title III, Part A and Immigrant Children and Youth grants?

- How are schools informed of services and programs offered through the Title III, Part A and Immigrant Children and Youth grants?

- Are materials to parents or guardians and other stakeholders available in a language they understand, unless clearly not feasible? If not, please explain.

- Do the materials indicate the target audience and that the activities described are funded through Title III, Part A and the Immigrant Children and Youth grants?

Documents to Support Compliance

- Samples of distributed information in English and other languages as feasible (e.g., advertisements, brochures, LEA websites, LEA/school communication, minutes from Parent Leadership Council (PLC) meetings, etc.)
- Plan for disseminating Title III, Part A and Immigrant Children and Youth funding, program, and service information to schools and stakeholders

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Translation Samples	
Dissemination Plan	

Key

0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.

1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item HIIIA-1: The LEA shall ensure that parents and other LEA stakeholders are aware of program outcomes.

Section 3121, P.L.107-110

Finding(s)

The LEA should:

- conduct a summative evaluation to determine progress, effectiveness, and areas needing improvement for Title III, Part A and Immigrant Children and Youth programs.
- provide links to websites that contain LEA information about Title III, Part A and Immigrant Children and Youth.
- communicate program outcomes to parents, community, and other LEA stakeholders (i.e., PLC, Parent Teacher Association, or School Advisory Committee meetings).
- provide evidence that the student outcomes resulting from grant activities have been appropriately reported to the target populations and stakeholders.

Review Question(s) (Please respond to each question in the text box provided.)

- What data analyses and methods were used to determine program outcomes?
- How are the results from program evaluations applied and reflected in the needs assessment?
- How does the LEA ensure parents and stakeholders are aware of program outcomes?
- What feedback is received from parents and other stakeholders regarding the program outcomes?
- Are reports on student outcomes, based on statewide assessments that include ACCESS for ELLs, Florida Standards Assessment, and End of Course Exams, provided to parents of ELLs and immigrant students in a language the parents understand, unless clearly not feasible?
- Are required progress monitoring reports communicated to parents of ELLs and immigrant students in a language the parents understand, unless clearly not feasible?

Documents to Support Compliance

- Samples of dated student outcome reports, including links to websites that contain LEA information, provided to parents of ELLs and immigrant children and youth and other stakeholders in English and in languages other than English, if feasible (e.g., AMAO letters)
- Program evaluation report (i.e., Title III, Part A and Immigrant Children and Youth)
- Annual school report card(s)

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Student Outcome Reports	
Program Evaluation Report	
Annual School Report Card	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item IIIA-1: The LEA shall ensure funds received through the Title III, Part A and Immigrant Children and Youth grants are being used to supplement, and not supplant, federal and non-federal funds that would otherwise be used for activities authorized under these programs. The LEA shall ensure that no more than two percent (2%) of grant funds are used for the administration of the grant.

Sections 3115 (b) and 3224, P.L.107-110

Finding(s)

The LEA should:

- provide documentation demonstrating that program costs and positions funded through the Title III, Part A and Immigrant Children and Youth grants are supplemental in nature and do not supplant.
- provide documentation to demonstrate that funds expended were allowable, reasonable, necessary and allocable per Federal and State guidelines.
- include documentation supporting the expenditures of the two percent (2%) direct/indirect cap in the needs assessment.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA clearly show that Title III, Part A and the Immigrant Children and Youth funds are used for programs and services funded by other federal and non-federal sources, and positions that are supplementary and not used to supplant other expenditures?

- What evidence is provided to show training and professional development funded by Title III, Part A and the Immigrant Children and Youth grants do not supplant federal and state requirements (Consent Decree, State Board Rules)?

- How do budget items support programs and activities that are essential to increasing English proficiency and academic achievement?

- How does the LEA ensure that no more than two percent (2%) of the Title III, Part A or Immigrant Children and Youth grant funds are used for the administration of these grants?

- What are the internal controls for making purchases with Title III and Immigrant funds?

Documents to Support Compliance

- Sampling of personnel time and effort logs and documents supporting functions, responsibilities and qualifications of LEA staff
- Sampling of teacher professional development attendance and completion records
- Sampling of financial/expenditure reports on Title III Immigrant Children and Youth program specific activities
- Description of the LEA's procedure for approving and processing purchase orders for the Title III and/or the Immigrant Children and Youth grant(s)

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Time/Effort Log	
Teacher Professional Development Attendance Records	
Financial/Expenditure Report Title III Immigrant	
Purchase Order Procedures	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-1: The LEA has written policies and procedures to identify, programmatically assess, and appropriately place students. The LEA trains personnel in the identification and data reporting of ELLs and immigrant students.

State Board Rule: 6A-6.0902

Finding(s)

The LEA should:

- demonstrate the HLS is administered upon enrollment or registration and is maintained for all students. The LEA has adopted and implemented procedures for the appropriate identification of potential ELLs.
- demonstrate procedures for assessment of students whose home language is other than English are implemented to ensure proper classification, programmatic (academic) assessment, and reclassification of all ELLs. A current ELL Student Plan is developed and maintained in the permanent student record/file for each eligible student.

Review Question(s) (Please respond to each question in the text box provided.)

- What are the LEA’s written procedures for the enrollment of potential ELLs?
- How are potential ELLs assessed for ESOL program eligibility?
- What are the procedures for programmatically assessing a student in order to determine grade placement?
- How is a student ELL plan developed? How often is this plan updated?
- How are immigrant students identified? How are their three full academic years of immigrant status determined?
- What training is provided to personnel in the identification and data reporting of ELLs and immigrant students?

Documents to Support Compliance

- Sample of the LEA’s HLS.
- Sample of the LEA’s programmatic assessment form.
- Sample of the LEA’s student ELL plan.
- Provide sign-in sheets or other documentation supporting training participation.

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
HLS	
Programmatic Assessment Form	
Student ELL Plan	
Training Sign-in Sheets	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-2: The LEA has written policies and procedures that ensure equal access to all programs and the protection of student rights.

State Board Rule 6A-6.0904, 6A-6.0908

Finding(s)

The LEA should:

- demonstrate that written policies and procedures are established and implemented which provide ELLs equal access to all programs and services offered by the school and LEA based on need and eligibility, regardless of language proficiency, race, ethnicity, or national origin. The policies and procedures include strategies to overcome underrepresentation or disproportionate enrollment in specific programs.
- demonstrate that programs and procedures are established and implemented which provided eligible ELLs with comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the state standards and course descriptions.
- demonstrate that policies and procedures are established and implemented to ensure that parents/guardians of ELL receive, unless clearly not feasible, all communications in their primary language.
- demonstrate that parents/guardians are represented on LEA and school committees that require parents' participation.

Review Question(s) (Please respond to each question in the text box provided.)

- Do ELLs participate in Gifted, Dual Enrollment, Advanced Placement, Career and Technical Education and other accelerated options?

- Are ELLs proportionately represented in Exceptional Student Education programs?

- How is information about special programs communicated to students and parents?

- How does the LEA monitor to ensure that ELLs are provided with comprehensible instruction?

- Are ELLs underrepresented or disproportionately enrolled in certain academic course that hinder their academic achievement?

Documents to Support Compliance

- LEA’s procedures for Gifted screening and other advanced educational opportunities
- Samples of information provided to students about special programs
- The LEA’s procedures for monitoring schools
- Citations in District ELL Plan, School Improvement Plan, District Educational Equity Act Plan, Part III

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Procedures for Gifted Screening and Other Advanced Educational Opportunities	
Special Programs Information Samples	
School Monitoring Procedures	
Citations in Plans	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-3: The LEA has developed and implemented an approved District ELL Plan in accordance with state and federal requirements.

State Board Rule: 6A-6.0905

Finding(s)

The LEA should:

- Demonstrate the District ELL Plan, as approved, was implemented at each school site, and parents/guardians of ELLs, through the ELL PLC, are involved in the development and implementation of the program plan.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA monitor to ensure that the District ELL Plan is implemented with fidelity at every school site?
- How is the LEA PLC involved in the development of the District ELL Plan?
- Does the LEA PLC approve of the current District ELL Plan? If not, provide the reasons why.

Documents to Support Compliance

- The LEA’s procedures for monitoring the schools for ELL Plan implementation compliance.
- Correspondence or sign-in sheets that show the PLC’s involvement in the ELL Plan development.

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
ELL Plan Monitoring Procedures	
PLC Correspondence for ELL Plan	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of NC results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-4: The LEA provided highly qualified and trained personnel.

State Board Rule: 6A-6.0907

Finding(s)

The LEA should:

- demonstrate personnel are highly qualified and appropriately certified based upon subject area taught. All instructional personnel assigned to teach ELLs are implementing and documenting their usage of the required instructional strategies.
- demonstrate instructional personnel assigned to teach ELLs in any educational program are fluent in English and other languages used for instruction, as applicable.
- demonstrate administrators and support services personnel are trained, and the LEA had complied with the required ESOL in-service training and met all the appropriate timelines.

Review Question(s) (Please respond to each question in the text box provided.)

- What evidence is provided to show training and professional development funded by Title III, Part A and the Immigrant Children and Youth grants do not supplant federal and state requirements (Consent Decree, State Board Rules)?

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Documents to Support Compliance

- Sample of personnel time and effort logs and documents supporting functions and responsibilities of LEA staff
- Sample of teacher professional development attendance records

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Sample of Professional Development Records	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-5: LEA has written policies and procedures to ensure that all ELLs participate in required statewide assessments and are provided with the appropriate accommodations.

State Board Rule: 6A-1.09432, 6A-6.0909, 6A-6.09091

Finding(s)

The LEA should:

- demonstrate that all ELLs participate in required statewide assessments.
- demonstrate that all ELLs are provided appropriate accommodations.
- demonstrate that LEA personnel are trained to administer the required assessments.

Review Question(s) (Please respond to each question in the text box provided.)

- How do the LEA and schools ensure that ELLs participate in required statewide assessments?
- How ELLs are provided appropriate accommodations? How are parents notified of the option for testing in a separate setting?
- How does the LEA document that the eligible students received appropriate accommodations?
- How are LEA personnel trained to administer the required statewide assessments?

Documents to Support Compliance

- LEA’s procedures for statewide testing.
- Sign-in sheets or other documentation supporting training participation

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Testing Procedures	
Sign-in Sheets	
Training Agenda	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Compliance Item ESOL-6: The LEA has written procedures to monitor the academic success of current and former ELLs.

State Board Rule: 6A-6.0903

Finding(s)

The LEA should:

- demonstrate that ELLs meet exit criteria.
- demonstrate that all ELLs are monitored for academic success.
- demonstrate that all former (exited) ELLs are monitored.
- demonstrate that the LEA has a plan to address low academic performance for current and former ELLs.
- demonstrate that the LEA has an academic and linguistic plan to address ELLs in the program longer than 5 years.

Review Question(s) (Please respond to each question in the text box provided.)

- What is the process for exiting an ELL?
- What is the process for monitoring a post-exit ELLs?
- How are current and former ELLs monitored for academic progress? What is the process for addressing low academic performance for a current or former ELL?
- What is the role of the ELL committee in the academic progress of a current or former ELL?
- How is the ELL committee meeting form used to communicate performance and goals for an ELL?
- How parents are made aware of ELL committee meetings? What is the procedure for having a meeting if a parent cannot attend? How a parent is made aware of the academic achievement and English language acquisition of their child?
- What is the committee's role in addressing ELL retention and promotion?
- How does the LEA address the performance of ELLs whose program participation in Florida exceeds 5 years?

Documents to Support Compliance

- LEA's ELL committee meeting form.
- Samples of completed ELL committee meeting forms. (No student names or ID's)
- ELL committee parent notification form.

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
ELL Committee Meeting Form	
ELL Committee Meeting Samples	
Parent Notification Form	
Parent Notification Form Samples	

Key
0 = Non-Compliance, meaning evidence of compliance is either non-existent or lacking. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Compliance, meaning evidence of compliance meets minimal requirements.

Impact Item ESOL-7: The LEA has increased ELL academic achievement.

Finding(s)

The LEA should:

- demonstrate ELL progress in English language acquisition
- demonstrate increased ELL percent proficient in English language acquisition
- demonstrate progress in ELL reaching satisfactory or higher in content areas
- demonstrate increased ELL graduation rate

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA demonstrate ELL progress in English language acquisition, increased percentage of ELLs proficient in English language acquisition, progress of ELLs reaching satisfactory or higher in content areas, and an increased ELL graduation rate?

Documents to Support Achievement

- Provide a Word or Excel Spreadsheet showing data in each area below
 - ELL progress in English language acquisition
 - ELL percent proficient in English language acquisition
 - ELL academic achievement in content areas
 - ELL graduation rate

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
ELL progress in English language acquisition	
ELL percent proficient in English language acquisition	
ELL academic achievement in English Language Arts	
ELL academic achievement in Math	
ELL academic achievement in Science	
ELL academic achievement in Social Studies	
ELL graduation rate	

Key
0 = No Impact, meaning ELL academic achievement is either not improving or is decreasing. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Minimal Impact, meaning ELL academic achievement is improving, but not at the required percentage (5% if below state ELL average and 2% if at or above state ELL average), thus meeting minimal requirements.
2 = Impact, meaning ELL academic achievement is improving at or above the required percentage (5% if below state ELL average and 2% if at or above state ELL average).

Impact Item ESOL-8: The LEA implements an educational program of sufficient rigor and quality for ELLs in conjunction with its ESOL program and other advanced and Exceptional Student Education (ESE) programs so that ELLs experience the same opportunities as all students.

Finding(s)

The LEA should:

- demonstrate participation of ELLs in all advanced programs and opportunities at a rate similar to non-ELLs (reference ESOL-2).
- demonstrate participation of ELLs in all ESE programs at a rate similar to non-ELLs (reference ESOL-2).
- demonstrate an appropriate ELL promotion rate as compared to non-ELLs.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA demonstrate that ELLs are participating in all advanced programs and ESE programs at a rate similar to non-ELLs?

- What criteria are used to place ELLs in advanced programs and ESE programs?

- How does the LEA demonstrate that ELLs are being promoted at a rate similar to non-ELLs?

Documents to Support Compliance

- Completed ELL Access Table for Advanced Course/Programs/Assessments
- Completed ELL Access Table for ESE Areas
- Completed Promotion Rate Spreadsheet
- Alternate Assessments or Checklists that determine program eligibility

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Completed ELL Access Table for Advanced Courses/Programs/Assessments	
Completed ELL Access Table for ESE Areas	
Completed Promotion Rate Spreadsheet	

Key
0 = No Impact, meaning ELL participation is at a lower rate in advanced programs and at a higher rate in ESE areas (except gifted) compared to non-ELLs. Any rating of 0 results in a finding and requires a system improvement plan.
1 = Minimal Impact, meaning ELL participation is increasing in advanced programs and decreasing in ESE areas (except gifted), but still not at the same rate as non-ELLs, thus meeting minimal requirements.
2 = Impact, meaning ELL participation rate is at the same rate as non-ELLs in advanced and ESE programs.

Directions: Please complete the table below for Impact Item ESOL-8

In the example below, a district has 875 non-ELLs and 65 ELLs. There are 35 non-ELLs in the gifted program, which represents 4% of the district’s non-ELL population. The district has 2 ELLs in Gifted, representing 3% of the district’s ELLs.

Program Title	Non-ELLs (ZZ +LZ)	% of District Non-ELLs	ELLs (LY+LP+LF)	% of District ELLs
Gifted	35	4%	2	3%

PROGRAM TITLES *Identification codes, as shown below can be found in the student database manuals	DISTRICT TOTALS			
	Non-ELLs (ZZ +LZ)	% of District Non-ELLs	ELLs (LY+LP+LF)	% of District ELLs
Exceptional Student Education (ESE) :				
• Speech Impaired (F)				
• Language Impaired (G)				
• Deaf or Hard of Hearing (H)				
• Emotional / Behavioral Disability (J)				
• Specific Learning Disability (K)				
• Gifted (L)				
• Dual-Sensory Impaired (O)				
• Developmentally Delayed (T)				
• Intellectual Disability (W)				
Educational Programs, if applicable: *based on local data				
• Career and Technical Education				
• Dual Enrollment				
• Magnet				
• Honors				
• Advanced Placement				
• International Baccalaureate				
• Charter Schools				
• Virtual (part-time)				
• Virtual (full-time)				
• Other (specify)				

Impact Item ESOL-9: The LEA annually reviews the effectiveness of its ESOL instructional program for ELLs.

Finding(s)

The LEA should:

- demonstrate a review of the effectiveness of instructional programs for ELLs.
- demonstrate a strong correlation between ELL academic achievement and the instructional program.
- demonstrate changes in the instructional programs resulting from a review indicating a weak correlation between ELL academic achievement and the instructional programs.

Review Question(s) (Please respond to each question in the text box provided.)

- How does the LEA review the effectiveness that its instructional programs have on ELL achievement?
- What components in your instructional program worked well for ELL achievement? Please indicate data source(s) to support.
- What components in your instructional program need improvement to increase ELL achievement? Please indicate data source(s) to support.

Documents to Support Effectiveness

- A review of the LEA’s instructional programs currently in use and how the programs are used to effectively increase ELL achievement, and if any changes have been made in the instructional programs used based on ELL performance. This review could include student achievement information not included in state-wide assessment data.

Rubric (Please indicate the rating in each rubric item in the table below.)

Item	Rating
Review of instructional programs with correlation to ELL academic achievement	
Review indicating strong or weak correlation between ELL academic achievement and the instructional programs	
Review indicating changes in the instructional programs as appropriate to ensure ELL academic achievement	

Key

0 = No Impact, no review completed.

1 = Minimal Impact, review with no quantitative data support identified.

2 = Impact, review with quantitative data support included.