**Local Educational Agency (LEA):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**English for Speakers of Other Languages**

**(ESOL)**

**Self-Monitoring**

**2015-2016**

***Please note that these work papers apply to ESOL only; LEAs who qualified for Title III have already received separate work papers from the Office of Federal Programs.***

**LEA Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact Information**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address:**

**Phone Number:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Email Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This assurance is submitted to support that all the requirements of ESOL have been implemented, and all documentation is maintained at the LEA level to verify full compliance, or as otherwise indicated.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (*name of Superintendent)* certify that all facts, figures, and representations reported herein are true, correct, and consistent with the requirements set forth in the [League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree](http://www.fldoe.org/aala/lulac.asp). Also, all applicable statutes, regulations, and procedures; and administrative and programmatic requirements have been implemented to ensure full compliance with the Consent Decree. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Signature of Superintendent Date*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*SALA reviewer Date*

**Instructions: The focus of these work papers is current year, as applicable. Please answer each review question in the text box provided and store supporting documentation locally. Then, indicate *Compliance*, *Non-Compliance, Impact, Minimal Impact, or No Impact* for each monitoring item in the rubric as appropriate. Complete the accompanying System Improvement Plan for any rubric item marked as *Non-Compliance or No Impact*.**

**How to Submit:**

Send your papers **via email** to [ginger.alberto@fldoe.org](mailto:ginger.alberto@fldoe.org).

Please include your LEA name and “ESOL Self-Monitoring 2015-16” in the subject line.

**Due Date:**

Send completed work papers to the Student Achievement through Language Acquisition (SALA) office by June 15, 2016.

**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 English Language Learners (ELLs) and immigrant students.

*State Board Rule: 6A-6.0902*

**Finding(s)**   
  
**The LEA should:**

* demonstrate the Home Language Survey (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.
* 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 (ESE) 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
* LEA’s procedures for monitoring schools
* Citations in LEA ELL Plan, School Improvement Plan, LEA 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 LEA ELL Plan in accordance with state and federal requirements.

*State Board Rule: 6A-6.0905*

**Finding(s)**   
  
**The LEA should:**

* Demonstrate the LEA ELL Plan, as approved, was implemented at each school site, and parents/guardians of ELLs, through the ELL Parent Leadership Council (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 LEA ELL Plan is implemented with fidelity at every school site?

|  |
| --- |
|  |

* How is the LEA PLC involved in the development of the LEA ELL Plan?

|  |
| --- |
|  |

* Does the LEA PLC approve of the current LEA ELL Plan? If not, provide the reasons why.

|  |
| --- |
|  |

**Documents to Support Compliance**

* 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)?

|  |
| --- |
|  |

**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** |
| 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:** The 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 are ELLs 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 are parents made aware of ELL committee meetings? What is the procedure for having a meeting if a parent cannot attend? How is a parent 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 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 LEA has 875 non-ELLs and 65 ELLs. There are 35 non-ELLs in the Gifted program, which represents 4% of the LEA’s non-ELL population. The LEA has 2 ELLs in Gifted, representing 3% of the LEA’s ELLs.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROGRAM TITLES**  **\*Identification codes, as shown below can be found in the student database manuals** | **LEA TOTALS** | | | |
| Non-ELLs  (ZZ +LZ) | % of LEA Non-ELLs | ELLs  (LY+LP+LF) | % of LEA 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.