



Program Monitoring: Title III English Learners Monitoring Instrument

Gallatin County

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Warsaw, KY 41095

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Introduction

This diagnostic is designed to assist district personnel in conducting an accurate English Language/Title III internal program review. The U.S. Department of Education (USDE) monitoring requirements are incorporated to make the document more useful both to districts and to the Kentucky Department of Education (KDE).

During a monitoring visit, the KDE program review team will review the implementation of the English Learners (EL) Program and the use of the Title III funding in the following areas: (1) Program Service Plans, (2) Monitored Students, (3) English Language Development Standards Implementation, (4) ELP Identification and Assessment, (5) Instructional Program and Educational Approaches, (6) Immigrant Children and Youth, (7) Private School Participation, (8) Fiscal Requirements, (9) Teacher Education and Professional Development, and (10) Parent Involvement.

The team members will also review a minimum of 10 current LEP students' Program Service Plans and a minimum of 4 exited EL student's folders, two in year one monitoring status and two in year two status. Within two weeks of the completion of the monitoring visit, the district will receive a program report that discusses each of the areas outlined in the monitoring instrument, outlines areas of program strength, and any areas where there are opportunities for improvement. An English Learners Improvement Plan (ELIP) document will be included with instructions for completion and target dates.

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ELD Standards

Label	Assurance	Response	Comment	Attachment
1a.	Has the district disseminated the State ELD Standards (WIDA) to schools and staff?			

Label	Assurance	Response	Comment	Attachment
1b.	Has the district implemented the ELD Standards including training, curriculum development, and/or related activities?			

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Identification and Assessment

Label	Assurance	Response	Comment	Attachment
2a.	Does the district have a plan to identify ELL students and administer the Home Language Survey (HLS) to all students?			

Label	Assurance	Response	Comment	Attachment
2b.	Does the district notify parents of each child identified as LEP within 30 days (or two weeks for students enrolling after the beginning of the school year) of the following: 1) reason for identification; 2) level of English proficiency; 3) method(s) of instruction; 4) how the program will meet the needs of their child; 5) how the program will help their child learn English and meet standards for graduation and; 6) specific program exit requirements?			

Label	Assurance	Response	Comment	Attachment
2c.	Does the district have a committee that develops a Program Service Plan for each ELL student?			

Annual Measurable Achievement Objectives (AMAOs)

Label	Assurance	Response	Comment	Attachment
3a.	Does the district hold itself accountable for meeting the AMAOs under Title III, which include Progress (AMAO1), Attainment (AMAO2) and Performance on State Academic Assessments and Other Academic Indicators (AMAO3) for LEP students?			

Label	Assurance	Response	Comment	Attachment
3b.	Does the district have a copy of the Title III improvement plan related to two-year accountability provisions and/or evidence related to four-year accountability provisions? (if applicable)			

Label	Assurance	Response	Comment	Attachment
3c.	Does the district have signed and dated samples of parental notifications regarding subgrantee failure to meet Title III AMAOs? (if applicable)			

Instructional Program and Educational Approaches

Label	Assurance	Response	Comment	Attachment
4a.	Does the district have an approved local EL plan (Title III or Lau), with signed assurances, including amendments?			

Label	Assurance	Response	Comment	Attachment
4b.	Does the district provide high-quality language instruction educational programs and uses one or more methods of research-based language instruction for programs as described in their District ELL Plan?			

Label	Assurance	Response	Comment	Attachment
4c.	Did the district develop its Title III Plan in consultation with teachers, researchers, school administrators, parents and other education-related community groups as appropriate?			

Label	Assurance	Response	Comment	Attachment
4d.	Is the district's plan designed to give ELLs full access to the KCAS, so that they can achieve school college and career readiness?			

Immigrant Children and Youth

Label	Assurance	Response	Comment	Attachment
5a.	Does the district maintain data on the number of Immigrant students being served for the current year and the previous two years?			

Label	Assurance	Response	Comment	Attachment
5b.	Does the district maintain a list of the Immigrant students in LEA by country or place of birth? (Identifiers such as names, student identification numbers, date of birth, etc. should NOT be included in this file)			

Label	Assurance	Response	Comment	Attachment
5c.	Does the district have a signed and dated LEA Immigrant plan approved by SEA?			

Label	Assurance	Response	Comment	Attachment
5d.	Does the district's program support funds provide enhanced instructional opportunities for immigrant children and youth? (This section only completed if LEA receives Immigrant funding).			

Private School

Label	Assurance	Response	Comment	Attachment
6.	Has the district consulted with nonpublic schools to identify LEP students and provided for equitable participation of eligible students within the district's school attendance area?			

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Fiscal Requirements

Label	Assurance	Response	Comment	Attachment
7a.	Does the district provide sufficient funds to use for each English learner with learning opportunities in English Development and the core curriculum?			

Label	Assurance	Response	Comment	Attachment
7b.	Does the district Title III expenditures meet federal fiscal requirements, including time and effort, equipment records, detailed invoices and documented internal controls of the district? This includes if the LEA receives funding for significant increase of immigrant students.			

Label	Assurance	Response	Comment	Attachment
7c.	Does the district have a copy of signed and dated award notification for Title III LEP and Immigrant children and youth subgrant on file?			

Teacher Education and Professional Development

Label	Assurance	Response	Comment	Attachment
8a.	Does the district certify that teachers of LEP students in language instruction programs are fluent in English and have sufficient oral and written skills in English?			

Label	Assurance	Response	Comment	Attachment
8b.	Does the district provide high quality, on-going and research based professional development to teachers, administrators and other school personnel?			

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Parent Involvement

Label	Assurance	Response	Comment	Attachment
9.	Does the district promote parental and community participation in programs for LEP students?			

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