



## **On-site Process and Activities**

### **Introduced the on-site monitoring process and activities to:**

*(Staff present at monitoring overview meeting)*

ESOL Teachers

Instructional Coaches

### **Reviewed**

Evidence sources for each of the 5 elements of the 2010-2011 Self Assessment Report  
Title III expenditures

*District Name* Comprehensive Plan

Visited *number/type of schools*

Observed *number/type of classrooms*

### **Interviewed**

ESOL Coordinator

*Number of Parents*

*Number of ESOL Teachers*

*Number of Migrant Education Intervention Specialist*

*Number of General Education Teachers*

*Number of School Principals*

*Number of Parent Liaisons*

*Number of Instructional Coaches*

*Number of Graduation Coaches and Counselors*

*Number of Middle School and High School ELLs*

### **Conducted exit conference with:**

*(Staff present at monitoring exit conference)*

ESOL Teachers

Principals

## I. Instructional Programs

### **ELEMENT 1.1**

The LEA provides opportunities for schools to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children including immigrant children and youth to develop proficiency in English, while meeting challenging State academic content and student academic achievement standards.

#### **Applicable Federal Regulations**

NCLB Title III, Sec. 3102 (2,5,7), Sec. 3115

#### **Commendations:**

#### **Findings:**

#### **Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not prescriptive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

*Provide documentation that ECS ensures that:*

*Provide documentation that ECS:*

#### **Other Concerns to be Addressed:**

**ELEMENT 1.2**

The LEA holds schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring demonstrated annual increase in the percentage of children (a) making progress in learning English, (b) attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency, and (c) making adequate yearly progress.

**Applicable Federal Regulations**

NCLB Title III, Sec. 3102(8), Sec. 3115(c)(1), Sec. 3121(c)

**Commendations:****Findings:****Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

**Other Concerns to be Addressed:**

**ELEMENT 1.3**

The LEA ensures that schools annually assess the English proficiency of all children with limited English proficiency. (This is operationalized as ensuring the assessment of no fewer than 95% of ELs in the LEA.)

**Applicable Federal Regulations**

NCLB Title I, Sec. 1111(b)(7) and NCLB Title III, Sec. 3116(d)(2)

**Commendations:****Findings:****Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

## II. Professional Development Opportunities

### **ELEMENT 2**

The LEA provides high-quality professional development to teachers and staff, that is designed to improve the instruction and assessment of LEP students, is based on scientifically based research, and is of sufficient intensity and duration to have a positive and lasting impact on the educators' performance in the classroom.

#### **Applicable Federal Regulations**

NCLB Title III, Sec. 3115(c)(2)

#### **Commendations:**

#### **Findings:**

#### **Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

### **III. Parental Involvement and Outreach Programs**

#### **ELEMENT 3.1**

The LEA provides family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children and assist them in learning English and achieving at high levels in core academic subjects.

#### **Applicable Federal Regulations**

NCLB Title I, **Sec. 1112(g)(4)** and NCLB Title III, **Sec. 3116(b)(4), Sec. 3302(e)**

#### **Commendations:**

#### **Findings:**

#### **Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

**ELEMENT 3.2**

The LEA provides timely and required parental notifications concerning a student's placement in a supplemental language program, a student's annual language proficiency assessment results and, if applicable, notification of the system's failure to meet Title III AMAOs. Such notifications shall be provided, to the extent practicable, in a language that the parent can understand.

**Applicable Federal Regulations**

NCLB Title I, Sec 1112(g)(1,2,3) and NCLB Title III, Sec. 3302(a,b,c,d)

**Commendations:****Findings:****Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)



## **IV. Fiduciary Responsibility and Resource Allocation**

### **ELEMENT 4**

The LEA expends Title III funds to ensure compliance with Title III requirements and to carry out activities consistent with the purposes of Title III statute.

#### **Applicable Federal Regulations**

NCLB Title III, Sec. 3115(b), 3115(g)

**Commendations:**

**Findings:**

**Supporting Evidence:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

**Other Concerns to be Addressed:**

## V. Records and Maintenance

### **ELEMENT 5**

The LEA maintains all required enrollment, academic and assessment documentation for all language minority students, including ESOL-eligible students, exited ESOL students and immigrant children and youth. A sound supplemental language program will include the maintenance of reasonably accurate and complete data regarding its implementation and the progress of students who move through it.

#### **Applicable Federal Regulations**

NCLB Title III, **Sec. 3302** and **Title VI** Language Minority Compliance Procedures (Dec. 1985)

#### **Commendations:**

#### **Findings:**

#### **Supporting Evidences:**

**Required Evidence of Correction By:** (The following list of suggested corrective actions is not exhaustive, but is offered to the LEA to help staff generate similar solutions to address the findings listed above.)

# SUMMARY OF TITLE III/ESOL ON-SITE MONITORING REPORT

## **I. Instructional Programs**

Finding  
Commendation  
Recommendation

## **II. Professional Development**

Finding  
Commendation  
Recommendation

## **III. Parental Involvement and Outreach**

Finding  
Commendation  
Recommendation

## **IV. Fiduciary Responsibility and Resource Allocation**

Finding  
Commendation  
Recommendation

## **V. Records and Maintenance**

Finding  
Commendation  
Recommendation