

**ILLINOIS STATE BOARD OF EDUCATION**  
English Language Learning Division

**FY 12 ADMINISTRATIVE REVIEW**

DISTRICT NAME AND NUMBER	DATE
NAME OF SUPERINTENDENT	NAME OF TBE/TPI PROGRAM DIRECTOR
<input type="checkbox"/> TBE <input type="checkbox"/> TPI <input type="checkbox"/> LIPLEPS <input type="checkbox"/> IEP	NAME(S) OF ISBE CONSULTANT(S)

Elements Reviewed	In Compliance	Out of Compliance	Evidence (Check <b>Box</b> where evidence was found and if element is out of compliance.)
<b>1. Identification of all Eligible Students/Identification of students of a non-English background (23 IL Adm. Code 1.240, and 23 IL Adm. Code 228.15)</b>			
<b>1.0</b> The documents required by a school system as proof of residency for a student, when taken together, shall not result in a requirement for proof of legal presence, such as a Social Security number. The school district does not impose requirements for enrollment more restrictive than those established under relevant Illinois and federal law (Plyler v. Doe, 457 U.S. 202 (1982)).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<b>1.1</b> The school district administers a Home Language Survey (HLS) for <b>all</b> students new to the district for the purpose of identifying students of non-English background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<b>1.2</b> The HLS asks the following: a. Is a language other than English spoken in the home, and if so, which language? b. Does the student speak a language other than English, and if so, which language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<b>1.3</b> The HLS is administered in English and in the student's home language, if that language is available on the DELL website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<b>1.4</b> The HLS provides a space for parents/legal guardians to sign and date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation

Elements Reviewed	In Compliance	Out of Compliance	Evidence (Check <b>Box</b> where evidence was found and if element is out of compliance.)		
<b>2. Student Assessment/ Providing Services to all Eligible Students (23 IL Adm. Code 226.210, and 23 IL Adm. Code 228.10, 228.15, 228.25, 228.27)</b>					
<b>2.1 Assessment for Program Eligibility</b> a. Within 30 days of a student's enrollment, the district administers the grade level appropriate English language proficiency assessment prescribed by ISBE (Pre-IPT™, MODEL™ or W-APT™) to each student identified through the HLS as having a non-English background for the purpose of determining program eligibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. Students who score below the state defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a TBE/TPI program to receive language support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>2.2 Annual Assessment</b> All ELL students in grades K-12 are assessed annually in listening, speaking, reading and writing using ACCESS for ELLs®. This also includes each student identified as ELL at any time since January 2006 but not enrolled in a TBE/TPI program (e.g., a student whose parents have withdrawn him/her from the program) until the student achieves a "proficient" score on the ACCESS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Student Information System (SIS)
<b>2.3 Student Assessment for Program Exit.</b> Students exited from the TBE/TPI program have achieved at least the proficiency level set by the State on ACCESS for ELLs®.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>2.4</b> Language acquisition services that enable limited English proficient students to overcome barriers are provided to student who were exited from TBE/TPI programs after receiving three years of consecutive service, but prior to achieving at least a "proficient" level of English on the ACCESS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>2.5</b> A qualified bilingual specialist or bilingual teacher participates on the Individual Education Plan (IEP) teams of ELL students being evaluated for special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>3. Program Components/Placement - Transitional Bilingual Education (TBE) Program (23 IL Adm. Code 228.25 and 228.30)</b>					
<b>3.1</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>3.2</b> Full and part-time TBE programs incorporate the required program components. a. Full-time: Instruction is provided 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 United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. Part-time: Daily instruction is provided in English and in the student's home language as determined by assessment of the student's English proficiency level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>3.3</b> Students are placed in part-time TBE programs based on the following:					
a. English language proficiency assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

Elements Reviewed	In Compliance	Out of Compliance	Evidence (Check <b>Box</b> where evidence was found and if element is out of compliance.)		
<b>4. Program components – Transitional Program of Instruction (TPI) (23 IL Adm. Code 228.25 and 228.30)</b>					
4.1 The district has a TPI program for each attendance center with an enrollment of 19 or fewer ELL students of the same language classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
4.2 The structure of the TPI program is determined by the students' proficiency in English and is designed to enable students to keep pace with peers in achievement in the core academic content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>5. Program components – Standards Aligned Curriculum (NCLB Title III, 20 USC 6826)</b>					
5.1 The program curriculum is aligned to the Illinois English language proficiency standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
5.2 The curriculum in the content areas is aligned to the Illinois Learning Standards/Common Core.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
5.3 The districts provides appropriate instructional materials consistent with program design and student needs. Instructional materials are adequate to fully implement ELL programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
5.4 The program incorporates approaches and methodologies based on scientifically based research on teaching ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
5.5 The district periodically evaluates programs with input from stakeholders (parents, students, teachers) to assess the success of the program and modify the program where needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

Elements Reviewed	In Compliance	Out of Compliance	Evidence (Check <b>Box</b> where evidence was found and if element is out of compliance.)
<p><b>6.1</b> 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 the same attendance center as of September 30th 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.2</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.3</b> Program facilities are comparable to the facilities of the overall student population.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.4</b> High school students receive full credit for courses taken in the TBE/TPI program. Courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirements for graduation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.5</b> ELL students have the opportunity to participate fully in extracurricular activities and parents of ELL students are provided with appropriate and sufficient information about all student activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.6</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
<p><b>6.7</b> The District's summer school programs provide TBE/TPI programs for students having limited English proficiency.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation

Elements Reviewed	In Compliance	Out of Compliance	Evidence (Check <b>Box</b> where evidence was found and if element is out of compliance.)		
<b>7. Students' Participation; Report cards; Records (23 IL Adm. Code 228.15 and 228.40)</b>					
<b>7.1 The Report cards:</b>					
a. are sent in the same manner and frequency as progress reports sent to all students in the school district,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. are available in English and in the student's home language unless the student's parents or legal guardians agree to waive the (home language) requirement in writing,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
c. include student progress in the TBE/TPI program and in the general program of instruction, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
d. indicate when the student has met program exit criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>7.2 Student Records:</b> Student records contain the following information			
a. a completed HLS,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
b. ELL program entry/exit information,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
c. date of initial assessment and date of ELP assessed levels,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
d. scores of annual ELP assessments,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
e. documentation of conferences and written communication to parents of ELL students, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation
f. rationale for a student's placement into a part-time TBE program, if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review <input type="checkbox"/> Interview <input type="checkbox"/> Observation

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<p><b>8. Staff certification (105 ILCS 5/10-22.34, 23 IL Adm. Code 228.35 and 23 IL Adm. Code 25.510, 20 USC 6319)</b></p> <p>All teachers in the program are properly certified for their teaching assignments in accordance with state certification requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<p><b>8.2</b> All teachers in the program are highly qualified in accordance with state regulations.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<p><b>8.3</b> The screener is administered only by teachers and other certified school district staff who have been trained and certified to administer the (Pre-IPT™, MODEL™ or W-APT™) assessment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<p><b>8.4</b> The ACCESS for ELLs® is administered only by teachers and other certified school district staff who have been trained and certified to administer ACCESS.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<p><b>8.6</b> All paraprofessionals in the program meet requirements for state approval.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>8.7 Program Director (Rule goes into effect 7/1/08 for newly hired and 7/1/10 for existing administrators.)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<u>District with 200+ TBE/TPI students:</u> The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and a bilingual approval/endorsement (TBE or TPI) or an ESL approval/endorsement (TPI only).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<u>District with fewer than 200 TBE/TPI students:</u> The TBE/TPI Program Director holds a valid administrative certificate or supervisory endorsement and has either (1) bilingual approval or endorsement (TBE or TPI program) or ESL approval or endorsement (TPI only) or (2) completes two hours of professional development annually specifically designed to address the needs of ELL students annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>9. Parent and Community participation (23 IL Adm. Code 228.30)</b>					
<b>9.1. TBE Program Parent Advisory Committee (PAC)</b>					
a. The parent advisory committee meets four times per year and records and files minutes of meetings. One meeting should include a review of the application for TBE funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. The committee consists of parents, legal guardians, TBE teachers, counselors and community leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
c. A majority of the members are parents with ELL children in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
d. The district provides annual training to PAC members in the areas of instructional approaches and methods in bilingual education, state and federal laws related to students' participation and parents' rights and accountability measures relevant to bilingual education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>10. Parents' Rights/Notices to Parents (105 ILCS 5/14C-3, 105 ILCS 5/14C-4, and 23 IL Adm. Code 228.40)</b>					
<b>10.1</b> Notice of Program Enrollment: All parents or legal guardians of students are notified in writing of their child's placement in a TBE/TPI 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 school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>10.2</b> The parent notice of enrollment is in English and in the student's home language, to the extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>10.3</b> The parent notice of enrollment explains in simple, non-technical language:					
a. The reasons why the child has been placed in and needs the services of the program,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
c. The description of the program, the method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
d. How the program will meet the educational strengths and needs of the child, including how the program meets the objectives of the child's individual educational program (IEP), if applicable,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
e. How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
f. The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
g. 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; and to have the child immediately removed from the program upon request,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
h. The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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10.4 Parents have notified the school in writing of any decision to withdraw their child from the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
10.5 The district has obtained written consent from parents to exit their child prior to the end of three years in the program or to retain their child in the program longer than three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>11. Professional Development (23 IL Adm. Code 228.35, Castaneda v. Pickard)</b>					
11.1 New program staff participate in training activities that will develop knowledge of basic TBE/TPI program requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
11.2 Training activities addressing topics related to bilingual education are provided at least twice yearly to all program staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
11.3 If the district is unsuccessful in hiring qualified teachers, it provides adequate interim training to teachers already on staff to comply with Title VI (Castañeda 648 F2d at 1013).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12. NCLB TITLE III ONLY</b>					
<b>12.1 Parent Involvement (20 USC 7012)</b>					
a. 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 high state academic standards as all children are expected to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12.2 LIPLEPS funded Districts- Professional Development</b> <i>(NCLB, Title III 20 USC 6825 (c)(2))</i> The program provides professional development to classroom teachers (including mainstream teachers), administrators, principals and other personnel that is designed to improve the instruction and assessment of ELL students, and is of sufficient intensity and duration to have a lasting impact on teacher performance. The program does not consist only of one-day workshops and conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12.3 Monitoring Performance After Exit</b> <i>(NCLB, TITLE III 20 USC 6841 (a) LIPLEPS Funded Districts Only)</i> The district shall provide a description of the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services under this part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>12.4 Annual Measurable Achievement Objectives (AMAO) (NCLB Title III, 20 USC 6826, 20 USC 6841, 20 USC 7012)</b>					
a. The district uses assessment and evaluation results and data to determine the effectiveness of programs and improve services and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. If the district did not make AMAOs for two consecutive years, a District Improvement Plan (DIP) has been developed and implemented and submitted to ISBE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
c. Parents or legal guardians of ELL students in a language instruction program or identified for such a program receive written notification if the program fails to make progress on the Annual Measurable Achievement Objectives (AMAO). Parental notification is provided no later than 30 days after the district is notified that it did not attain AMAOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12.5 Immigrant Student Count - IEP FUNDED DISTRICTS ONLY (NCLB, Title III, 20USC 7011 (6))</b>					
The district has data collection system in place to insure that the immigrant student count submitted to ISBE includes only eligible immigrant students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12.6. Purchased Equipment (EDGAR 80.32, Part 130 IL Adm. Code)</b>					
All equipment purchased with federal Title III and state TBE/TPI funding is properly labeled and inventoried.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
<b>12.7. Administrative Spending Cap LIPLEPS FUNDED DISTRICTS ONLY (NCLB Title III, 20 USC 6825 (b))</b>					
No more than 2% of the LIPLEPS award amount is spent for administration of the program (2300/100 and 2300/200 and indirect costs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation

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<b>12.8 Participation of Private Schools Students and Teachers (NCLB Title IX, Part E, Section 9501; Title III Part A; 20 USC 7881; 20 USC 6914)</b>					
a. The LEA verifies if there are any private schools in the attendance area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
b. The LEA consults with private schools in a timely manner to inquire if the schools have LEP students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
c. The LEA consults with private school in a meaningful manner to discuss how LEP students' (and/or teachers') needs will be identified, the services the LEA will provide to meet those needs, amount of funding available for services and how the services will be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation
d. The LEA assesses the English language proficiency of private school students, if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> File review	<input type="checkbox"/> Interview	<input type="checkbox"/> Observation