

Title III Director Results-Based Monitoring Checklist

The purpose of this document is to help Title III Directors prepare for level 2 and level 3 Results-Based Monitoring.

- Check Local Education Agency (LEA) website for enrollment documents and information to ensure that nothing contains barriers to enrollment
- Check school websites and handbooks for enrollment documents and information to ensure that nothing contains barriers to enrollment
- Verify that training includes the five (5) areas. Verify that all teachers have been trained and that administrators have clear sign-in sheets for the training. Please see [ESL Annual Training for Teachers](#)
- Verify translation procedure is updated and complete and that school staff are trained on procedures. Ensure that schools and staff do not rely on computerized translation or untrained translators.
- Review English as a Second Language (ESL) reclassification procedures (for when transition students start to struggle). Ensure that it includes parent consent and that ESL teachers and administrators know the procedure. Please see [Annotated Reclassification Procedure for English Learners](#)
- Review Individual Learning Plan (ILP) Oversight Plan to ensure that it includes all elements required by TN SBE 0520-01-19. Note- there is an annotated [ILP Oversight Plan](#) in ePlan TDOE Resources that can guide LEAs. However, this is not an LEA ILP Oversight Plan and should not be what is uploaded.
- Spot check ILPs for students receiving direct service to ensure alignment with schedules, ensure goals are short-term, ensure goals are included for each area, and ensure that career readiness section is complete for grades 4-12. Please see [ILP Requirements](#).

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- Spot check ILPs for students receiving indirect service to ensure goals are short-term, ensure goals are included for each area, and ensure that career readiness section is complete for grades 4-12. Please see [ILP Requirements](#).
- Spot check ILPs for transition ensure goals are short-term, ensure goals are included for each area, and ensure that career readiness section is complete for grades 4-12. Please see [ILP Requirements](#).
- Verify and document that Parent Notification letters have been sent to all returning and new students within the first 30 calendar days of school. Please see [ESL Parent Notification Guidance](#).
- Review Teacher schedules-
 - Check to make sure all students are receiving services
 - Check to make sure all students being served are receiving the required time
 - Check to make sure no students are receiving required services before or after instructional day
 - Check to make sure that the teacher has required planning, lunch, and transition times between classes.
 - Check to make sure transient teachers have adequate travel time between schools for leaving school A, driving to school B, getting signed into school B, etc.
 - Check to ensure that bell schedules (including those posted on school websites and in handbooks) align with ESL schedule
 - Ensure that the program model does not say “push-in” and that any teachers who have “co-teaching” also have adequate co-planning time with that grade level noted on the schedule
- Review Home Language Survey (HLS) procedures. Spot check cumulative files for one original HLS. Please see [Identification and Screening for English Learners](#)
- Review English Learner (EL) numbers (count by school/teacher, Student Information System (SIS) count, Tennessee Education Data System (TEDS) count) and ensure all align and that the LEA is under the required ESL teacher ratio. Please see [ESL Staffing Ratio Guidance](#)
- Ensure that school level admin know expectation that content teachers and ESL teachers must use both ELPA21 standards and content standards

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- Review virtual school policies and schedules to check for barriers, required time
- Verify all teachers providing ESL services are appropriately licensed and endorsed or have a permit or waiver