
Illinois Programs for English Language Learners (ELLs)

FY 2007 PROGRAM **STATISTICAL REPORT**

**Illinois State Board of Education
Data Analysis and Progress Reporting Division**

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FOREWORD

The data presented in this report are taken from the 2007 Bilingual Education Program Delivery Reports of 315 school districts and from the 2007 ACCESS (English Language Proficiency Assessment) student scores of school districts that received Title III funds. The terms *English Language Learner* (ELL) and Limited English Proficient (LEP) are used interchangeably in this report.

Please note: In some instances, the total percentage may not add up to 100 due to rounding.

Address questions regarding this report to the Data Analysis and Progress Reporting Division at 217/782-3950.

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Illinois Programs for English Language Learners

INTRODUCTION

The majority of data presented in this report was extracted from Bilingual Education Program Delivery Reports (PDR) submitted by 315 Illinois school districts: 280 school districts that received Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI) funds in FY07 and 35 school districts that did not receive these state funds. (Of the 293 school districts that received TBE and/or TPI FY07 funds, 13 did not submit the 2007 PDR.)

PDRs provide information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, projected needs for Bilingual Education (BIL)/English as a Second Language (ESL) certified/endorsed/approved teachers, resources provided to bilingual students' families, the extent of parent/family involvement in bilingual parent advisory committees, types of instructional delivery models and techniques used in educating LEP students, and uses/purposes of LEP student assessments. The other part of this report presents the FY07 Annual Measurable Achievement Objectives (AMAO) results, an NCLB, Title III, accountability piece. In addition, the FY07 AMAO results are compared with the FY04–FY06 AMAO results. The terms *English language learners (ELLs)* and *LEP* are used interchangeably in this report.

BACKGROUND

The Illinois School Code requires that one of two types of programs be provided for all K-12 LEP students to help them become proficient in English to assist in their transition into the mainstream education curriculum.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program if 20 or more LEP students with a common native language enroll in an attendance center. Students in TBE programs must be taught by certified teachers with a bilingual and/ESL approval who have a near-native level of proficiency in the native language spoken by the students.

Transitional Program of Instruction

A TPI may be provided in lieu of a TBE program if there are fewer than 20 LEP students of the same native language enrolled in an attendance center. A TPI must always be made available to any LEP student if a TBE program is not otherwise available. TPIs may provide a wide range of services. Examples of TPI services include ESL instruction and classroom tutors, aides, and others who serve as a native language resource.

With the passage of NCLB, school districts with state-funded TBE programs and/or TPIs may apply for and receive additional supplemental funding from NCLB, Title III: Language Instruction Programs for Limited English Proficient Students (LIPLEPS) and the Immigrant Education Program (IEP).

Section 1: TYPES OF FY07 ILLINOIS SCHOOL DISTRICT PROGRAMS SERVING THE EDUCATIONAL NEEDS OF ELL/LEP STUDENTS

The largest percentage of school districts that submitted the Bilingual Education PDR received TBE/TPI state funds and federal Title III funds (43.2 percent) in FY07. As shown in Table 1, more than 3 percent received TBE funds only, 21.9 percent received TPI funds only, and 11 percent did not apply for state funds in FY07.

Table 1. Number and Percentage of School Districts that Submitted the Bilingual Education PDR, by Type of Program: FY07

| Program | Number | Percent |
|--|---------------|----------------|
| State-funded TBE only | 10 | 3.2 |
| State-funded TPI only | 69 | 21.9 |
| State-funded TBE and TPI | 26 | 8.3 |
| State-funded TBE and federal Title III | 8 | 2.5 |
| State-funded TPI and federal Title III | 31 | 9.8 |
| State-funded TBE, TPI, and federal Title III | 136 | 43.2 |
| Non-state-funded bilingual services | 35 | 11.1 |
| Total | 315 | 100.0 |

Of the 293 districts that received TBE and/or TPI funds in FY07, 280 submitted the PDR.

Section 2: QUALIFICATIONS OF, PROFESSIONAL DEVELOPMENT PROVIDED TO, AND INSTRUCTIONAL STAFFING NEEDS OF SCHOOL DISTRICT STAFF WHO WORK WITH ILLINOIS ELL/LEP STUDENTS

Licensures/Certifications of Teachers Who Worked with LEP Students in FY07

As shown in Table 2, the largest percentage of teachers working with Illinois LEP students in FY07 had ESL and/or bilingual endorsements (32.7 percent). Twenty-three percent of teachers who worked with LEP students in FY07 had other certifications, such as early childhood, elementary, or high school, and did not have bilingual endorsements or approval. Just over 7 percent of teacher salaries were paid partially or fully with Title III funds.

Table 2. Number and Percentage of Teachers Who Worked with LEP Students, by Type of Certificate and Salaries Paid with Title III Funds: FY07

| Certificate | All Teachers | | Salaries Paid Fully or Partially with Title III Funds | |
|--|--------------|--------------|---|---------------------|
| | Number | Pct | Number | Pct of all teachers |
| ESL endorsements and/or approval | 1,068 | 16.6 | 160 | 15.0 |
| Bilingual endorsements and/or approval | 517 | 8.0 | 42 | 8.1 |
| ESL and/or bilingual endorsements | 2,101 | 32.7 | 132 | 6.3 |
| Type 29 (Transitional Bilingual Certificate) | 1,161 | 18.1 | 96 | 8.3 |
| English as a New Language endorsement (secondary only) | 10 | 0.2 | 0 | 0.0 |
| ENL-bilingual (secondary only) | 3 | 0.0 | 0 | 0.0 |
| Visiting International Teaching Certificate | 89 | 1.4 | 0 | 0.0 |
| Other* | 1,477 | 23.0 | 39 | 2.6 |
| Total | 6,426 | 100.0 | 469 | 7.3 |

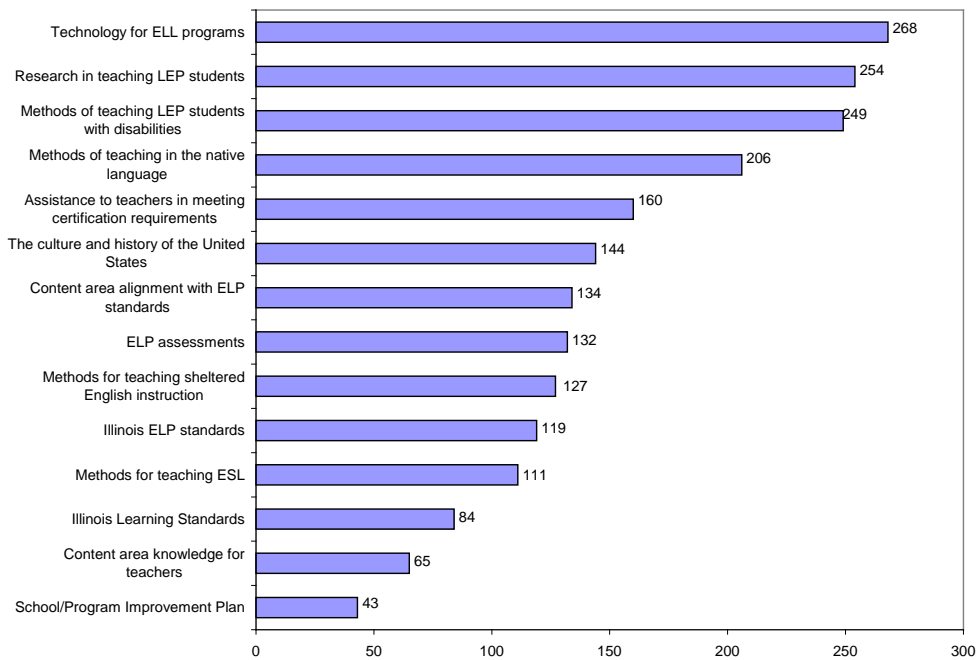
*Includes Early Childhood (Type 03), elementary (Type 04), and high school (Type 09) teaching certificates.

Table 3. Projected Number of Additional Certified/Endorsed/Approved Teachers Needed to Work with LEP Students, by Type of Certificate: FY08–FY12

| Certificate | FY08 | FY09 | FY10 | FY11 | FY12 |
|--|--------------|--------------|--------------|--------------|--------------|
| ESL endorsements and/or approval | 547 | 452 | 444 | 443 | 444 |
| Bilingual endorsements and/or approval | 643 | 481 | 447 | 453 | 453 |
| ESL and bilingual endorsements | 684 | 553 | 556 | 554 | 554 |
| Type 29 (Transitional Bilingual Certificate) | 217 | 215 | 206 | 201 | 199 |
| English as a New Language endorsement | 1 | 2 | 2 | 10 | 13 |
| Visiting International Teaching Certificate | 62 | 69 | 59 | 57 | 57 |
| Other* | 109 | 102 | 113 | 115 | 118 |
| Total | 2,263 | 1,874 | 1,827 | 1,833 | 1,838 |

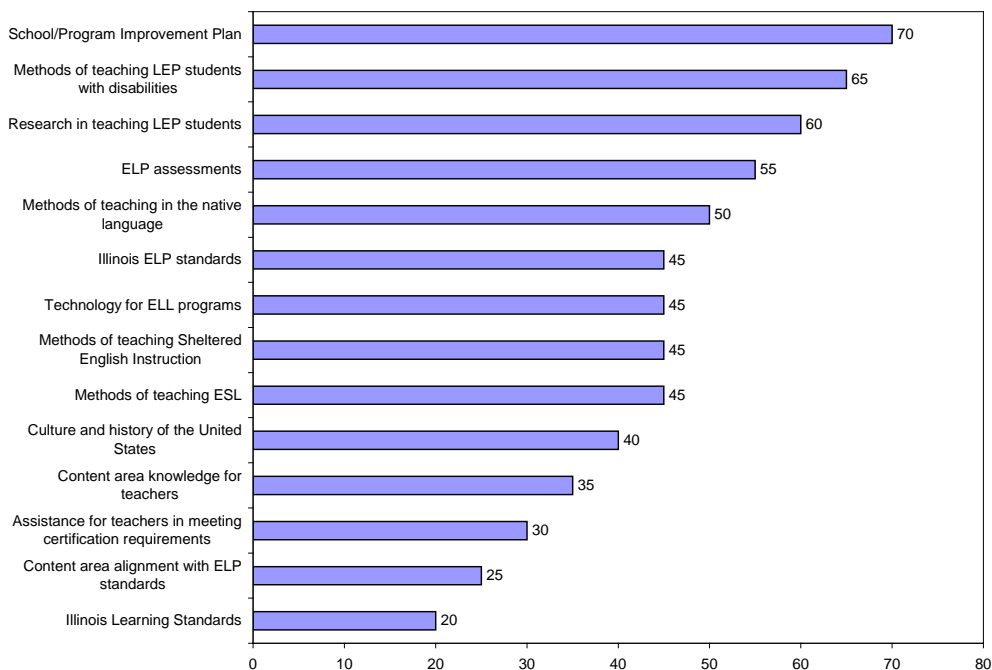
*Includes Bilingual Special Education, Language Arts, Dual Language Team Teaching, Reading Specialists, or Sheltered Science.

Chart 1. Number of School Districts that Offered Professional Development Activities to Instructional and Non-Instructional LEP Staff, by Type of Activity: FY07



As shown in Chart 2, school/program improvement plans were ranked by school districts as the most important type of professional development training needed for FY08. Methods of teaching LEP students with disabilities and research in teaching LEP students were also identified as high professional development priorities. The lowest ranked professional development need was the *Illinois Learning Standards*.

Chart 2. Highest to Lowest Priority (Weighted Scores) of Professional Development Training Needed by LEP Instructional Staff, by Type: FY08



As shown in Table 4, general education teachers received the majority of professional development training related to LEP students in FY07.

Table 4. Number and Percentage of School Personnel who Received Professional Development, by Type of Staff Position and Type of Program: FY07

| Staff Position | NonTBE/TPI | | TBE/TPI | | Total of All Programs | |
|--|------------|--------------|---------------|--------------|-----------------------|--------------|
| | Number | Pct of Total | Number | Pct of Total | Number | Pct of Total |
| General education teachers | 362 | 2.4 | 15,096 | 97.7 | 15,458 | 66.1 |
| ELL classroom teachers | 31 | 0.8 | 3,875 | 99.2 | 3,906 | 16.7 |
| Principals | 31 | 3.2 | 936 | 96.8 | 967 | 4.1 |
| Administrators other than principals | 25 | 3.8 | 642 | 96.3 | 667 | 2.8 |
| Non-teaching staff/paraprofessionals | 37 | 2.6 | 1,409 | 97.5 | 1,446 | 6.2 |
| Non-administrative school personnel | 4 | 0.8 | 481 | 99.2 | 485 | 2.1 |
| Community-based organization personnel | 1 | 0.2 | 461 | 99.8 | 462 | 2.0 |
| Total | 491 | 2.1 | 22,900 | 97.9 | 23,391 | 100.0 |

Section 3: INVOLVEMENT OF PARENTS/FAMILIES OF ELL/LEP STUDENTS IN PROGRAM ACTIVITIES/SERVICES OF SCHOOL DISTRICTS THAT RECEIVED TRANSITIONAL BILINGUAL EDUCATION STATE FUNDS

Bilingual Parent Advisory Committee

The School Code (105 ILCS 5/14C-10) requires all school districts that have TBE programs to provide parents with opportunities for maximum involvement in school activities. In particular, all school districts with TBE programs are required to establish Parent Advisory Councils (PACs).

PACs afford parents of bilingual program students the opportunity to effectively express their views and ensure that TBE program planning, operations, and evaluation processes have parental participation.

Of the 180 school districts that have TBE programs and submitted the PDR, 91 percent reported having PACs, with a total membership of 3,395. TBE program PAC membership information is provided in Table 5. Please note that individuals may have membership in more than one category.

Table 5. TBE PAC Membership: SY06-07

| Membership Category | Members |
|---|----------------|
| Parents/legal guardians of LEP students | 2,527 |
| TBE teachers | 483 |
| Counselors | 55 |
| Community leaders | 115 |
| Other* | 215 |

*Includes school administrators, program planners, program liaisons, and medical staff.

As shown in Table 6, 73.5 percent of PACs are participants only and do not have decision-making authority for planning, operations, and evaluation of school district ELL programs, or for reviewing annual bilingual program applications submitted to the Illinois State Board of Education. While only 20.6 percent of PACs are involved in making decisions related to these internal program functions, more than twice as many (51.9 percent) are involved in making decisions related to program outreach functions, such as community-building projects and education of parents/families of ELL students.

Table 6. Bilingual PAC Level of Involvement in School District ELL-Related Programs, by Program Function and Percentage of Availability and Involvement: SY06-07

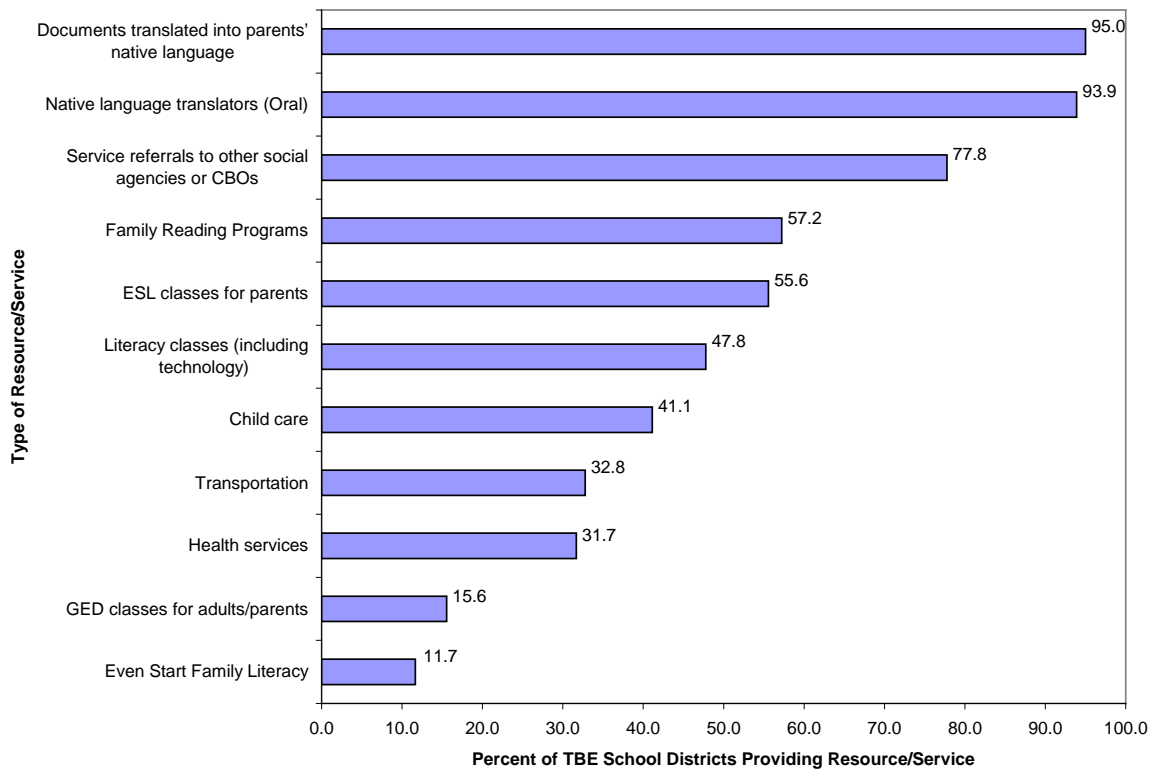
| Program Function | Percent of District Availability | Percent Level of Involvement | | |
|---|---|-------------------------------------|--------------------------|------------------------------------|
| | | Non-participants | Participants Only | Involved in Decision Making |
| Planning, operating, and evaluating ELL program | 86.1 | 5.8 | 73.5 | 20.6 |
| Reviewing the district's annual program application to ISBE Division of English Language Learning | 79.4 | 9.8 | 72.0 | 18.2 |
| Other* | 15.0 | 3.7 | 44.4 | 51.9 |

*Outreach functions, which includes community building projects and education of parents/families of ELL students.

Table 7. Number and Percentage of TBE School Districts that Provided Informative Workshops to Parents/Families of LEP Students, by Type of Workshop: SY06-07

| Type of Workshop | Number | Percent |
|--|------------|---------|
| Types and results of assessments taken by LEP students | 130 | 72.2 |
| State and federal laws related to LEP student participation in bilingual programs | 145 | 80.6 |
| Information related to instructional approaches and methods used in bilingual education programs | 126 | 70.0 |
| Unduplicated Total | 180 | |

Chart 3. Percentage of TBE School Districts that Provided Resources/Services to Parents/Families of LEP Students, by Type of Resource/Service: SY06-07



Section 4: TYPES OF INSTRUCTIONAL DELIVERY SYSTEMS AND PROGRAM MODELS USED BY SCHOOL DISTRICTS TO SERVE THE EDUCATIONAL NEEDS OF ELL/LEP STUDENTS

Table 8. Number and Percentage of TBE/TPI School Districts that Used a Specific Instructional Delivery Method, by Type of Program Model and Instructional Delivery Method*: SY06-07

| Program Model | # School Districts Using Program Model | Percent Using Instructional Delivery Method | | | | | |
|---------------------------------|--|---|-----------------------------|------------------|----------|---------|---------------|
| | | Self-Contained \geq 50% of day | Self-Contained < 50% of day | Departmentalized | Pull-Out | Push-In | Team Teaching |
| TBE | 172 | 47.7 | 36.0 | 28.5 | 54.7 | 36.0 | 23.8 |
| Dual Language/Two-Way Immersion | 23 | 78.3 | 17.4 | 17.4 | 21.7 | 8.7 | 21.7 |
| Sheltered English | 114 | 30.7 | 23.7 | 41.2 | 46.5 | 33.3 | 21.9 |
| Developmental Bilingual | 21 | 47.6 | 28.6 | 19.0 | 52.4 | 19.0 | 19.0 |
| ESL | 247 | 17.0 | 30.4 | 27.9 | 70.9 | 43.7 | 25.5 |
| Content-Based ESL | 118 | 18.6 | 23.7 | 36.4 | 61.0 | 36.4 | 24.6 |
| Content Area Tutoring | 156 | 9.6 | 24.4 | 17.9 | 61.5 | 24.4 | 1.5 |
| Newcomer Center | 22 | 45.5 | 31.8 | 18.2 | 36.4 | 4.5 | 9.1 |

*A school district may use multiple methods of instructional delivery per program model.

Extended-Day Program Services

As shown in Table 9, most school districts (64.4 percent) offered after-school tutoring to supplement instruction received by ELL students in regular classrooms; 59.4 percent offered summer school.

Table 9. Number and Percentage of School Districts that Offered Extended-Day Programs to LEP Students, by Type of Program and Payment with Title III Funds: SY06-07

| Type of Extended-Day Program | School Districts that Submitted PDR (n=315) | | School Districts that Fully or Partially Fund Programs with Title III Funds | |
|------------------------------|---|------------------|---|---------|
| | # School Districts that Offered Program | Percent of n=315 | Number | Percent |
| After-School Tutoring | 203 | 64.4 | 72 | 35.5 |
| Before-School Tutoring | 90 | 28.6 | 25 | 27.8 |
| Summer School | 187 | 59.4 | 90 | 48.1 |

Section 5: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)— ACCOUNTABILITY MODEL OF NCLB, TITLE III

Illinois AMAO Criteria and Targets for FY07

In FY07, 196 Illinois school districts received Title III funds. (See Appendix A.) School districts that receive Title III funds are held accountable for attaining AMAOs. AMAOs comprise three measures: 1) LEP students making progress in the English language, 2) LEP students attaining proficiency in the English language, and 3) adequate yearly progress for LEP subgroups. As the state educational agency, the Illinois State Board of Education has set the following targets for each AMAO:

1. Making Progress in the English Language—Eighty-five percent of the students must make progress on the ACCESS for ELLS™. This objective shall apply provided that the number of students in the cohort is no fewer than 30. ELL students make progress if they make a 6.0 proficiency level in any of the four domains of listening, speaking, reading, or writing, in either FY05 or FY06, or make at least a 0.50 increase in their proficiency levels in any of the four domains between FY05 and FY06. A 95 percent “confidence interval” is applied to the calculation.

2. Attaining English Language Proficiency—This is determined based on the percentage of ELL students who attained a proficiency level of 4.0 or higher on their composite scores in the ACCESS for ELLS™. The Illinois AMAO-proficiency objective for the school district shall be 10 percent. This objective shall apply provided that the number of students tested is no fewer than 30. Moreover, a 95 percent “confidence interval” is also applied to the calculation.

3. Making Adequate Yearly Progress for the LEP Subgroup—The school district must make adequate yearly progress for LEP students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I adequate yearly progress using any or all of the state tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternate Assessment. Adequate yearly progress is calculated only if the school district has the minimum number (45) of LEP students required from grades 3 through 8 and/or grade 11.

Title III school districts must meet all three criteria to attain AMAOs.

**Table 10. Number and Percentage of Title III School Districts Meeting/Not Meeting
AMAO Criteria: FY07**

| AMAO Criteria | No Status* | | Did Not Meet | | Met | |
|---|------------|--------------|--------------|--------------|--------|--------------|
| | Number | Pct of Total | Number | Pct of Total | Number | Pct of Total |
| Making Progress in the English Language | 35 | 17.9 | 2 | 1.0 | 159 | 81.1 |
| Attaining English Language Proficiency | 14 | 7.2 | 4 | 2.0 | 178 | 90.8 |
| Making AYP for LEP Subgroup | 60 | 30.6 | 11 | 5.6 | 125 | 63.8 |
| All Three Criteria | 14 | 7.1 | 15 | 7.7 | 167 | 85.2 |

*Could not be calculated because the number of students with valid scores (n size) in the cohort is less than what is required for calculation. Starting in FY06, the n size required for calculating “Progress in English” and “Proficiency in English” increased to 30, from an n size of 10 used in FY04 and FY05.

Comparing FY04–FY07 AMAO Results

The number of Title III recipients that attained AMAOs increased annually from FY04 to FY 07. Specifically, a significant increase was experienced in FY07, when 85 percent of LEAs attained the AMAOs, compared to 51 percent in FY04.

| Criteria | FY04 | | FY05 | | FY06 | | FY07 | |
|---|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| All AMAO Criteria | | | | | | | | |
| No Status* | 4 | 2.3 | 5 | 2.5 | 23 | 11.3 | 14 | 7.1 |
| Did Not Meet | 80 | 46.5 | 64 | 32.5 | 47 | 23.2 | 15 | 7.7 |
| Met | 88 | 51.2 | 128 | 65.0 | 133 | 65.5 | 167 | 85.2 |
| Total | 172 | 100.0 | 197 | 100.0 | 203 | 100.0 | 196 | 100.0 |
| Criterion 1: Making Progress in the English Language | | | | | | | | |
| No Status* | 59 | 34.3 | 61 | 31.0 | 66 | 32.5 | 35 | 17.9 |
| Did Not Meet | 29 | 16.9 | 34 | 17.2 | 34 | 16.8 | 2 | 1.0 |
| Met | 84 | 48.8 | 102 | 51.8 | 103 | 50.7 | 159 | 81.1 |
| Total | 172 | 100.0 | 197 | 100.0 | 203 | 100.0 | 196 | 100.0 |
| Criterion 2: Attaining English Language Proficiency | | | | | | | | |
| No Status* | 5 | 2.9 | 6 | 3.0 | 24 | 11.8 | 14 | 7.2 |
| Did Not Meet | 25 | 14.5 | 21 | 10.7 | 9 | 4.4 | 4 | 2.0 |
| Met | 142 | 82.6 | 170 | 86.3 | 170 | 83.8 | 178 | 90.8 |
| Total | 172 | 100.0 | 197 | 100.0 | 203 | 100.0 | 196 | 100.0 |
| Criterion 3: Making AYP for LEP Subgroup | | | | | | | | |
| No Status* | 78 | 45.4 | 101 | 51.3 | 77 | 37.9 | 60 | 30.6 |
| Did Not Meet | 47 | 27.3 | 22 | 11.2 | 8 | 4.0 | 11 | 5.6 |
| Met | 47 | 27.3 | 74 | 37.5 | 118 | 58.1 | 125 | 63.8 |
| Total | 172 | 100.0 | 197 | 100.0 | 203 | 100.0 | 196 | 100.0 |

*Could not be calculated because school districts did not have the n size required for AMAO calculations. Starting in FY06, the n size required for calculating criterion 1 and criterion 2 increased to 30, from an n size of 10 used in FY04 and FY05.

From FY04 through FY07, 234 school districts received Title III funds. The distribution of how many years a school district has received Title III funds during this four-year period is shown in Table 12.

| Number of Years Receiving Title III Funds | Number of School Districts | Percent of Total |
|---|----------------------------|------------------|
| One | 30 | 12.8 |
| Two | 26 | 11.1 |
| Three | 26 | 11.1 |
| Four | 152 | 65.0 |
| Total | 234 | 100.0 |

The Consequences of Not Attaining AMAOs

School districts that do not attain AMAOs must inform all parents of children identified for participation in Title III-funded programs (LIPLEPS and/or IEP) of the failure to attain AMAOs within 30 days of receipt of notification from the Illinois State Board of Education.

School districts that do not attain AMAOs for two consecutive years are required to develop a district improvement plan to ensure that the school district meets such objectives in future years. The Illinois State Board of Education provides technical assistance in developing district improvement plans.

After four consecutive years of not attaining AMAOs:

1. A school district is required to modify its curriculum, program, or method(s) of instruction; OR
- 2.a. The Illinois State Board of Education can make a determination, in relation to the school district's failure to meet the objectives, as to whether the school district shall continue to receive funds; AND
- 2.b. The Illinois State Board of Education can require the school district to replace educational personnel relevant to the school district's failure to meet the objectives.

FY07 was the fourth year for AMAO implementation. Seven Title III school districts did not attain AMAOs for two consecutive years (FY06 and FY07); therefore, these school districts were required to notify the LEP parents that the school district did not attain the AMAOs and were required to develop a district improvement plan for the SY07-08. School districts required to develop district improvement plans are listed on the Division of English Language Learners web pages at <http://www.isbe.net/bilingual/htmls/titleIII.htm>.

Data indicate that four school districts did not attain AMAOs for four consecutive years (FY04–FY07). Conversely, 54 school districts did attain AMAOs for the same four consecutive years.

APPENDIX A

FY07 Title III School Districts (n=196)

| RCDTS | School District | RCDT | School District |
|----------------|-----------------------------------|----------------|-------------------------------|
| 02-044-0550-02 | VIENNA SD 55 | 14-016-1220-02 | RIDGELAND SD 122 |
| 03-025-0400-26 | EFFINGHAM CUSD 40 | 14-016-1230-02 | OAK LAWN-HOMETOWN SD 123 |
| 04-004-1000-26 | BELVIDERE CUSD 100 | 14-016-1240-02 | EVERGREEN PARK ESD 124 |
| 04-101-1220-22 | HARLEM UD 122 | 14-016-1260-02 | ALSIP-HAZLGRN-OAKLWN SD 126 |
| 04-101-2050-25 | ROCKFORD SD 205 | 14-016-1270-02 | WORTH SD 127 |
| 04-101-2070-16 | HONONEGAH CHD 207 | 14-016-1275-02 | CHICAGO RIDGE SD 127-5 |
| 08-089-1450-22 | FREEPORT SD 145 | 14-016-1300-02 | COOK COUNTY SD 130 |
| 09-010-0040-26 | CHAMPAIGN CUSD 4 | 14-016-1320-02 | CALUMET PUBLIC SD 132 |
| 09-010-1160-22 | URBANA SD 116 | 14-016-1350-02 | ORLAND SD 135 |
| 14-016-0150-04 | PALATINE CCSD 15 | 14-016-1400-02 | KIRBY SD 140 |
| 14-016-0210-04 | WHEELING CCSD 21 | 14-016-1435-02 | POSEN-ROBBINS ESD 143-5 |
| 14-016-0230-02 | PROSPECT HEIGHTS SD 23 | 14-016-1470-02 | W HARVEY-DIXMOOR PSD 147 |
| 14-016-0250-02 | ARLINGTON HEIGHTS SD 25 | 14-016-1510-02 | SOUTH HOLLAND SD 151 |
| 14-016-0260-02 | RIVER TRAILS SD 26 | 14-016-1570-02 | HOOVER-SCHRUM MEMORIAL SD 157 |
| 14-016-0310-02 | WEST NORTHFIELD SD 31 | 14-016-1700-02 | CHICAGO HEIGHTS SD 170 |
| 14-016-0340-04 | GLENVIEW CCSD 34 | 14-016-1940-02 | STEGER SD 194 |
| 14-016-0390-02 | WILMETTE SD 39 | 14-016-2010-17 | J S MORTON HSD 201 |
| 14-016-0540-04 | SCHAUMBURG CCSD 54 | 14-016-2020-17 | EVANSTON TWP HSD 202 |
| 14-016-0590-04 | COMM CONS SD 59 | 14-016-2030-17 | NEW TRIER TWP HSD 203 |
| 14-016-0620-04 | CCSD 62 | 14-016-2060-17 | BLOOM TWP HSD 206 |
| 14-016-0630-02 | EAST MAINE SD 63 | 14-016-2070-17 | MAINE TOWNSHIP HSD 207 |
| 14-016-0650-04 | EVANSTON CCSD 65 | 14-016-2110-17 | TOWNSHIP HSD 211 |
| 14-016-0670-02 | GOLF ESD 67 | 14-016-2120-16 | LEYDEN CHSD 212 |
| 14-016-0680-02 | SKOKIE SD 68 | 14-016-2140-17 | TOWNSHIP HSD 214 |
| 14-016-0690-02 | SKOKIE SD 69 | 14-016-2170-16 | ARGO CHSD 217 |
| 14-016-0700-02 | MORTON GROVE SD 70 | 14-016-2180-16 | CHSD 218 |
| 14-016-0710-02 | NILES ESD 71 | 14-016-2190-17 | NILES TWP CHSD 219 |
| 14-016-0730-02 | EAST PRAIRIE SD 73 | 14-016-2250-17 | NORTHFIELD TWP HSD 225 |
| 14-016-0735-02 | SKOKIE SD 73-5 | 14-016-2300-13 | CONS HSD 230 |
| 14-016-0740-02 | LINCOLNWOOD SD 74 | 14-016-4010-26 | ELMWOOD PARK CUSD 401 |
| 14-016-0810-02 | SCHILLER PARK SD 81 | 140-16-8050-60 | NW SUBURBAN SPEC EDUC ORG |
| 14-016-0830-02 | MANNHEIM SD 83 | 15-016-2990-25 | CITY OF CHICAGO SD 299 |
| 14-016-0840-02 | FRANKLIN PARK SD 84 | 16-019-4240-26 | GENOA KINGSTON CUSD 424 |
| 14-016-0845-02 | RHODES SD 84-5 | 16-019-4280-26 | DEKALB CUSD 428 |
| 14-016-0855-02 | RIVER GROVE SD 85-5 | 16-019-4300-26 | SANDWICH CUSD 430 |
| 14-016-0860-02 | UNION RIDGE SD 86 | 17-064-0050-26 | MCLEAN COUNTY USD 5 |
| 14-016-0870-02 | BERKELEY SD 87 | 17-064-0870-25 | BLOOMINGTON SD 87 |
| 14-016-0880-02 | BELLWOOD SD 88 | 19-022-0020-02 | BENSENVILLE SD 2 |
| 14-016-0890-02 | MAYWOOD-MELROSE PARK-BROADVIEW 89 | 19-022-0040-02 | ADDISON SD 4 |
| 14-016-0900-02 | RIVER FOREST SD 90 | 19-022-0070-02 | WOOD DALE SD 7 |
| 14-016-0925-02 | WESTCHESTER SD 92-5 | 19-022-0100-02 | ITASCA SD 10 |
| 14-016-0960-02 | RIVERSIDE SD 96 | 19-022-0120-02 | ROSELLE SD 12 |
| 14-016-0980-02 | BERWYN NORTH SD 98 | 19-022-0150-02 | MARQUARDT SD 15 |
| 14-016-0990-02 | CICERO SD 99 | 19-022-0160-02 | QUEEN BEE SD 16 |
| 14-016-1000-02 | BERWYN SOUTH SD 100 | 19-022-0200-02 | KEENEYVILLE SD 20 |

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| RCDTS | School District | RCDT | School District |
|----------------|-----------------------------|----------------|----------------------------|
| 14-016-1020-02 | LA GRANGE SD 102 | 19-022-0250-02 | BENJAMIN SD 25 |
| 14-016-1030-02 | LYONS SD 103 | 19-022-0330-02 | WEST CHICAGO ESD 33 |
| 14-016-1040-02 | SUMMIT SD 104 | 19-022-0410-02 | GLEN ELLYN SD 41 |
| 14-016-1090-02 | INDIAN SPRINGS SD 109 | 19-022-0440-02 | LOMBARD SD 44 |
| 14-016-1110-02 | BURBANK SD 111 | 19-022-0450-02 | SD 45 DUPAGE COUNTY |
| 14-016-1170-02 | NORTH PALOS SD 117 | 19-022-0610-02 | DARIEN SD 61 |
| 19-022-0620-02 | GOWER SD 62 | 34-049-1090-02 | DEERFIELD SD 109 |
| 19-022-0680-02 | WOODRIDGE SD 68 | 34-049-1120-02 | NORTH SHORE SD 112 |
| 19-022-0860-17 | HINSDALE TWP HSD 86 | 34-049-1130-17 | TWP HSD 113 |
| 19-022-0870-17 | GLENBARD TWP HSD 87 | 34-049-1140-02 | FOX LAKE GSD 114 |
| 19-022-0880-16 | DU PAGE HSD 88 | 34-049-1160-26 | ROUND LAKE CUSD 116 |
| 19-022-0890-04 | CCSD 89 | 34-049-1180-26 | WAUCONDA CUSD 118 |
| 19-022-0930-04 | CCSD 93 | 34-049-1200-13 | MUNDELEIN CONS HSD 120 |
| 19-022-0940-16 | CHSD 94 | 34-049-1210-17 | WARREN TWP HSD 121 |
| 19-022-0990-16 | CHSD 99 | 34-049-1240-16 | GRANT CHSD 124 |
| 19-022-1080-16 | LAKE PARK CHSD 108 | 34-049-1250-13 | ADLAI E STEVENSON HSD 125 |
| 19-022-1810-04 | HINSDALE CCSD 181 | 34-049-1870-26 | NORTH CHICAGO SD 187 |
| 19-022-2000-26 | CUSD 200 | 34-049-2200-26 | BARRINGTON CUSD 220 |
| 19-022-2030-26 | NAPERVILLE CUSD 203 | 35-050-0440-02 | STREATOR ESD 44 |
| 19-022-2040-26 | INDIAN PRAIRIE CUSD 204 | 35-050-1200-17 | LA SALLE-PERU TWP HSD 120 |
| 19-022-2050-26 | ELMHURST SD 205 | 35-050-2890-04 | MENDOTA CCSD 289 |
| 22-029-0660-25 | CANTON UNION SD 66 | 38-054-4040-16 | LINCOLN CHSD 404 |
| 22-085-0050-26 | SCHUYLER-INDUSTRY CUSD 5 | 41-057-0100-26 | COLLINSVILLE CUSD 10 |
| 24-032-2010-04 | MINOOKA CCSD 201 | 44-063-0150-04 | MCHENRY CCSD 15 |
| 24-047-0880-26 | PLANO CUSD 88 | 44-063-0260-04 | CARY CCSD 26 |
| 24-047-3080-26 | OSWEGO CUSD 308 | 44-063-0470-04 | CRYSTAL LAKE CCSD 47 |
| 26-062-1850-26 | MACOMB CUSD 185 | 44-063-0500-26 | HARVARD CUSD 50 |
| 27-094-2380-26 | MONMOUTH-ROSEVILLE CUSD 238 | 44-063-1560-16 | MC HENRY CHSD 156 |
| 28-006-1030-22 | DEPUE USD 103 | 44-063-1580-22 | CONS SD 158 |
| 28-037-2290-26 | KEWANEE CUSD 229 | 44-063-1650-03 | MARENGO-UNION E CONS D 165 |
| 30-039-1400-04 | UNITY POINT CCSD 140 | 44-063-2000-26 | WOODSTOCK CUSD 200 |
| 30-039-1650-16 | CARBONDALE CHSD 165 | 46-009-0150-26 | BEARDSTOWN CUSD 15 |
| 31-045-0460-22 | SD U-46 | 47-071-2120-17 | ROCHELLE TWP HSD 212 |
| 31-045-1010-22 | BATAVIA USD 101 | 47-071-2230-26 | MERIDIAN CUSD 223 |
| 31-045-1290-22 | AURORA WEST USD 129 | 47-071-2310-04 | ROCHELLE CCSD 231 |
| 31-045-1310-22 | AURORA EAST USD 131 | 48-072-1500-25 | PEORIA SD 150 |
| 31-045-3000-26 | CUSD 300 | 49-081-0300-17 | UNITED TWP HSD 30 |
| 31-045-3020-26 | KANELAND CUSD 302 | 49-081-0370-02 | EAST MOLINE SD 37 |
| 31-045-3030-26 | ST CHARLES CUSD 303 | 49-081-0400-22 | MOLINE USD 40 |
| 31-045-3040-26 | GENEVA CUSD 304 | 49-081-0410-25 | ROCK ISLAND SD 41 |
| 32-038-0100-26 | IROQUOIS WEST CUSD 10 | 55-098-0050-26 | STERLING CUSD 5 |
| 32-046-1110-25 | KANKAKEE SD 111 | 56-099-070C-04 | LARAWAY CCSD 70C |
| 34-049-0030-04 | BEACH PARK CCSD 3 | 56-099-0840-02 | ROCKDALE SD 84 |
| 34-049-0060-02 | ZION ESD 6 | 56-099-0860-05 | JOLIET PSD 86 |
| 34-049-0370-02 | GAVIN SD 37 | 56-099-088A-02 | RICHLAND GSD 88A |
| 34-049-0380-02 | BIG HOLLOW SD 38 | 56-099-0890-02 | FAIRMONT SD 89 |
| 34-049-0410-04 | LAKE VILLA CCSD 41 | 56-099-2020-22 | PLAINFIELD SD 202 |

APPENDIX A

| RCDTS | School District | RCDT | School District |
|----------------|-----------------------------|----------------|------------------------|
| 34-049-0460-04 | GRAYSLAKE CCSD 46 | 56-099-2040-17 | JOLIET TWP HSD 204 |
| 34-049-0500-04 | WOODLAND CCSD 50 | 56-099-365U-26 | VALLEY VIEW CUSD 365U |
| 34-049-0560-02 | GURNEE SD 56 | | |
| 34-049-0600-26 | WAUKEGAN CUSD 60 | | |
| 34-049-0730-04 | HAWTHORN CCSD 73 | | |
| 34-049-0750-02 | MUNDELEIN ESD 75 | | |
| 34-049-0760-02 | DIAMOND LAKE SD 76 | | |
| 34-049-0950-26 | LAKE ZURICH CUSD 95 | | |
| 34-049-0960-04 | KILDEER COUNTRYSIDE CCSD 96 | | |
| 34-049-1020-04 | APTAKISIC-TRIPP CCSD 102 | | |

APPENDIX B

Definition of Terms

Program Models

Transitional Bilingual Education: LEP students receive ESL and native language instruction in subject areas with transition into English instruction as their English language proficiency increases.

Dual Language/Two-Way Immersion: LEP students and English-speaking students make up a class that receives instruction in English and the language of the LEP students. The instructional goal is to promote bilingualism for all students in the class.

ESL Instruction: LEP students receive specialized instruction in ESL or with native language support, with emphasis on their native language.

Newcomer: Recent immigrants with gaps in their education receive instruction in ESL, acculturation, and academic subjects in a short-term program.

Developmental Bilingual Education: LEP students receive instruction in native language and English, with emphasis on developing full bilingualism.

Program Delivery Process

Team Teaching/Co-Teaching: A bilingual or ESL teacher provides instruction together with a mainstream teacher.

Self-Contained (more than 50 percent of the day): LEP students receive bilingual/ESL instruction from the classroom teacher in an elementary school setting.

Pull-Out: LEP students (usually in an elementary school setting) are pulled out of the mainstream classroom to receive ESL or bilingual content instruction.

Departmentalized: Generally in the middle grades or secondary education school setting, students receive subject area instruction that is taught bilingually, in sheltered English, or ESL during a regular class period.

Push-In: A bilingual or ESL teacher goes into the mainstream classroom to provide instruction to LEP students.

Supplemental Instructional Activities–Extended-Day Programs

After-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers after the regular school day ends.

Before-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers before the regular school day begins.

Tutorial Support: Students receive tutorial assistance in English or their native language.