Serving Bilingual Students in
Light of NCLB:
Illinois’ New Rules

Presented by
Division of English Language Learning Staff
Illinois State Board of Education
Agenda

● Handouts - Regulations Governing Bilingual Education
● Why were changes made in the Rules?
● Review changes in ELL Rules
● Review new AMAO Rules
● Q & A
Why were changes made in the Rules?

- Streamlining Rules at Governor’s direction
- Need to update Rules
  - To align with new assessments
  - To align with federal law (NCLB Title III)
- Rule Review Process
Part 228
Sec.228.10 Definitions

- English Language Proficiency Assessment
- Home Language
- Prescribed Screening Instrument
- Students of Limited English Proficiency (LEP or English Language Learners/ELLs)
Sec. 228.15 Identification of Eligible Students

- Using the prescribed screening instrument – W-APT
  - Within 30 days
  - Not proficient in English
  - Eligibility for services – flowcharts

Pre-K, Kindergarten, & 1st Semester First Grade
2nd Semester of 1st Grade – 12th Grade
Sec. 228.15 Identification of Eligible Students

- Using the prescribed screening instrument – W-APT
  - Proficient – using additional indicators
  - Accommodations for students with IEPs; of ACCESS for ELLs 2006-2007 District and School Test Administrators Manual (page 19)
Sec. 228.20 Public School Bilingual Census

- Bilingual Census report includes student data such as the native languages, ages, grades and achievement levels of ELL students.
- ELLs are identified via home language survey given to all students.
Sec. 228.25 Program Options, Placement and Assessment

- Annual assessment ([ACCESS for ELLs™](#)) based on new [English Language Proficiency Standards](#) for K – 12.
- Districts may use additional indicators for program entry/exit
- 2007 administration of annual proficiency exam
  - Who gets tested?
  - [ALL LEP Students](#)
Sec. 228.30 Establishment of Programs

- Applies to TBE/TPI
- Instructional specifications – student/teacher ratio
Sec. 228.30 Establishment of Programs

Administrator requirements - July 1, 2008

- Districts with over 200 TBE/TPI students
  - Type 75 certificate
  - TBE – Bilingual approval or endorsement
  - TPI – ESL and/or bilingual approval or endorsement
Sec. 228.30 Establishment of Programs

- Districts with fewer than 200 TBE/TPI students
  - Administrators are exempt from bilingual/ESL approval and/or endorsement when they complete two hours of relevant English language learner related professional development annually.
Sec. 228.30 Establishment of Programs

- If district’s TBE/TPI students grows beyond 200
  - District administrator must have appropriate bilingual/ESL approval or endorsement requirement at beginning of 4th school year after population exceeds 200.
Sec. 228.30 Establishment of Programs

- **Moving from TPI to TBE**
  - If a TPI-only district has a change in student population that requires creation of a TBE program
  - The district administrator will have to the beginning of the 4th year to obtain a bilingual approval
  - If the administrator leaves the district, the district must hire a new director that meets the approval requirement
Sec. 228.30 Establishment of Programs

- In-service training for staff plan included in district’s application
  - Teachers administering ACCESS for ELLs and W-APT must complete online training and pass the test embedded in the training
Sec. 228.30 Establishment of Programs

- Requirements for TBE Program
  - Placement is based on student’s needs as determined by assessment
  - Full-time program components:
    - Instruction of required subjects in native language AND English, and
    - Instruction on history/culture of native country and U.S.
  - Part-time placement
Sec. 228.30 Establishment of Programs

- Requirements for TBE Program
  - Parent and Community Participation
  - Each district shall train PAC members
Sec. 228.40 Students
Participation; records

- Duration of student’s participation is set forth in school code (Article 14-C)
Student records should contain a student’s entry/exit information including a rationale for a student’s placement into a part-time program.
Sec. 228.50 Program Plan
Approval and Reimbursement

- District granted 45 calendar days to submit application
- Incomplete applications – ISBE staff shall send written notification
- The final TBE/TPI expenditure report shall be submitted no later than July 31.
- No state reimbursement for students served fewer than five periods per week.
Annual Measurable Achievement Objectives (AMAOs)

PART 1
Public Schools Evaluation, Recognition and Supervision
To make **AMAOs**, district or cooperative must achieve all three objectives

- Proficiency
- Progress
- AYP for LEP subgroup
Additional Accountability Requirements for Districts Serving LEP students under Title III

- Annual objective is
  - Proficiency 10% – only if number of ELL students tested is 30 or more
  - Scores of ELL students tested but not being served, due to parental refusal, shall not be used for AMAO determinations
Sec. 1.88 Additional Accountability Requirements for Districts Serving LEP students under Title III

- Progress – percentage of ELL students who increase a half of a level (1/2) or more in any one of the four domains (L, S, R, W)
  - Illinois’ annual objective is 85%, provided that the number of students tested is no fewer than 30
  - Results of ELL students tested but not served will not be counted
  - Results counted only if a student has 2 consecutive scores within same district or cooperative
Sec. 1.88 Additional Accountability Requirements for Districts Serving LEP students under Title III

- AYP
- ELL subgroup size must be 45
- Obtained from Title I district LEP data
95% Confidence Interval calculation – a mathematical approach

Scores of all students in a coop analyzed as ONE group to determine if coop made AMAOs.

- Coop determination applies to each member district
How the 95% Confidence Interval Is Applied To A Proficiency Target of 10%

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How the 95% Confidence Interval Is Applied To A Progress Target of 85%

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How the 95% Confidence Interval Is Applied To AYP Target

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<th>Subgroup Size</th>
<th>95% Confidence Interval (Replaces the 3% Measurement Error)</th>
<th>Subgroup Minimum Performance Target (=47.5 minus 95% Confidence Interval)</th>
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Failing to make AMAOs for two (2) consecutive years requires a **District Improvement Plan**

Failure to make AMAO for four (4) consecutive years requires districts to:

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<th>Modify curriculum, program model, and methods of instruction</th>
<th>ISBE may stop Title III funds and require personnel changes in addition to modifying curriculum, program model and methods of instruction</th>
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**OR**
Resources

- ISBE English Language Learning Rules
  www.isbe.net/bilingual/htmls/legislation_rules.htm

- ISBE NCLB info at
  www.isbe.net/nclb
Questions?

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